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ABSTRACT

Fixed-choice stimulus questions were distributed to students from 12 New Mexico rural high schools (randomly selected), and responses were derived from 139 Native, 171 Anglo, and 240 Mexican American students in the 10th and 12th grades. Responses indicated educational, occupational, and residential aspirations and expectations and goal deflections. Findings revealed: (1) significant differences in occupational aspirations between grade levels and ethnic groups (sophomores aspired to less professional occupations and Native Americans aspired to less professional occupations than Anglos); (2) differences in occupational expectations due to sex (females expected less professional occupations); (3) occupational goal deflection differences due to ethnicity, sex, and the grade level by ethnicity interaction; (4) residence aspiration differences due to sex and ethnicity (males aspired to a more rural and Mexican Americans to a more urban residence than the others); (5) goal deflection between Anglo residence expectations and aspirations; (6) residence expectation differences due to sex and ethnicity (males and Native Americans had more rural expectations); (7) differences in educational aspirations due to grade level and sex by ethnic group interaction; (8) educational expectation differences due to grade level and sex by ethnic group interaction. (JC)

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EDUCATIONAL, OCCUPATIONAL, AND RESIDENCE ASPIRATIONS AND EXPECTATIONS FOR RURAL AND MINORITY YOUTH IN NEW MEXICO

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Introduction: Problem and Rationale

Educators need objective knowledge of their students' expectations and aspirations. This knowledge is necessary for advising students and designing curricula. Ignorance of the aspirations and expectations held by students result in three major problems: (Merton, 1957)

1. Youth who hold very high aspiration and have little potential of realizing them often display socially unacceptable behavior.

2. Youth who hold very low expectations in light of their aspirations may become discouraged and fail to realize their potential.

3. High school counselors are deprived of knowledge that would allow greater effectiveness early in the students' career development process.

Purpose of the Study

The purpose of the study was to determine the levels of educational and occupational aspiration and expectation held by the three primary cultural groups in rural New Mexico. New Mexico has a unique ethnic composition of approximately 50% Anglo, 40% Mexican American, and 7% Native American. As far as the researchers are aware no other study has attempted to research these specific groups' goals in relation to each other.

Objectives

Objectives of the study are listed in detail below. The data collected from the questionnaire were analyzed to

provide information about each of the five objective areas.

1. Overall estimates of educational, occupational, and residence aspirations and expectations for the rural youth population of New Mexico.

2. Overall estimates of deflection of goals for education, occupation, and residence.

3. Comparison among cultural groups on educational, occupational, and residence aspirations, expectations, and deflection.

4. Indication of change in realism (congruence between aspiration and expectation) between tenth and twelfth grade.

5. Determination as to the existence of interactions among grade level, cultural group, and sex on educational, occupational, and residence aspirations, expectations, and deflection.

Review of Literature: Introduction

Kuvlesky and Bealer distinguish between aspired and expected goals; they define expectation as ". . . the individual's estimation of his probable attainment in reference to a particular goal area" (1966, p. 273). The basis for developing aspiration and expectation as separate concepts is that the objective is always desired in an aspiration, but may or may not be in an expectation, depending upon the degree to which one's aspirations are seen as attainable. The difference between aspiration and expectation provides anticipatory goal deflection.

The literature concerning aspiration is substantial; Kuvlesky and Reynolds (1970a, 1970b, 1970c) have compiled over 400 published and unpublished references which pertain to educational and occupational aspiration. Merton's (1957) social structure and anomie inculcation theories of high educational and occupational success goals cut across cultural differentiation. Merton maintains that high aspiration is common to all groups in our society. Kuvlesky indicates also that high school age youth experience high occupational aspiration and expectation relative to available opportunities. Dissenting viewpoints are expressed by Heller (1968), Madsen (1964), and Schwartz (1971), who conclude that Mexican Americans have lower aspirations than Anglo Americans.

Choice Formulation Process

As in other areas concerning educational and occupational projections, controversy exists in the choice formulation

process. Taylor (1968) has identified fantasy, tentative and realistic as three stages through which American youth pass and locates the high school student between the last two. In a Louisiana study, Mondart, et al. (1970) contend that high school students have made tentative occupational choices by the eleventh grade. This study supports the theory that considerable change occurs between the tenth and twelfth grades, as does Kuvlesky's Texas study (1969). Ginzberg's phase theory presents the opposite viewpoint in which age and maturity are necessary to realistic aspirations and expectations (Hoppock, 1967).

Cultural/Racial Groups

Mexican American

D'Antonio and Samora (1962), De Hoyos (1961), Heller (1963), and Manuel (1965) have conducted general research on ethnicity differences with an emphasis on Mexican American youth. Comparative studies conducted by Juarez (1968), Kuvlesky (1969), and Wright (1968) in the area of Mexican American status projections vary in their findings. Juarez found little difference between Mexican American and Anglo American youth. Kuvlesky's Texas rural youth study found that Mexican Americans tended to have lower occupational and educational projections than Negro or Anglo respondents. In his study of Texas high school sophomores, Wright concluded that Mexican American youth held high-level occupational aspirations.

Negro American

Consistency of desired and expected status objects was the topic of Pelham's (1968) study of tenth grade white and Negro males. He defined desired status objects as dealing with the aspirational frame of reference and expected status objects as the anticipated frame of reference. Indications from the rural counties studied in Texas and Georgia demonstrated more inconsistency in anticipated rather than aspirational frames of reference.

Lever (1969) examined the relationship between selected occupational projections and socioeconomic status. Occupational aspiration, expectation, and anticipatory goal deflection were the projections included in his analysis of 7,775 Negro and white high school sophomores from rural areas in five southern states. In controlling for socioeconomic status a moderate positive association between socioeconomic level and aspiration and expectation appeared. When socioeconomic status was not controlled, high level occupations were both desired and expected by a majority of the respondents in each race/sex category.

Native American

As with Mexican American youth, there is little research on educational and occupational projections of Native American youth. Gemberlin and Nelson (1970) interviewed 115 Oglala Sioux and 63 Athapaskan high school students. Approximately 50% of the Sioux and Athapaskans in the sample expected to complete high school and appeared to be well aware of its

importance. Educational expectation was obtained by asking students what they planned to do after high school. If their response was "to attend college," the interviewer then determined how many years they planned to attend. Forty-four percent of the Sioux anticipated two years of college or vocational school; 10% planned on four years of college. Fifty-seven percent of the Athapaskans planned on two years of college or vocational training and 19% expected to attend college for four years. Occupational aspirations were determined by asking the student what he would most like to be doing ten years from the time of the interview. High-level professional and semi-professional jobs were selected 44% of the time by both the Sioux and the Athapaskans. Nineteen percent of the Sioux and 26% of the Athaspaskans selected jobs in the clerical and sales, blue collar, and low-level manager categories while 4% of the Sioux and 2% of the Athapaskans selected unskilled jobs. Most Sioux (57%) indicated a desire for upward mobility and placed a high value on advancement, even if it meant leaving the reservation, while most Athapaskans (55%) placed more value on remaining home with a good job and financial security.

Elliott (1970) examined educational and occupational aspiration and expectation of Canadian Indian and non-Indian students from grades six through twelve. He placed the 223 Indian students in these grades into one group and found that the non-Indians generally held higher aspirations and expectations than did the Indians. Ginzberg, et al. (1951) indicate

that this sample's large range covers all three of the major vocational choice periods, (i.e., fantasy, tentative, and realistic) and that it is difficult, therefore, to draw meaningful conclusions.

Larson (1971a) observed the educational aspirations and expectations of Native American and non-Native American youth attending small rural high schools in Montana. The objective of the study was to ascertain which persons had the greatest influence on students' educational aspirations. In a second study, Larson (1971b) investigated the relative impact of family income on high school students' educational aspiration and expectation levels. Nine percent fewer Native Americans than non-Native Americans aspired to attend four years of college; 10% fewer Native Americans than non-Native Americans expected to attend four years of college. When grouped by family income, 48% of the high-income Native American students held aspirations for a college degree, but only 33% held the same expectations. Comparable percentages for high-income non-Native American students were 61% and 54%, indicating greater goal deflection among Native American students. Since the only educational aspiration the researcher evaluated was a college degree, this study has limited application.

Conclusion

This review of literature tends to support the conjecture that educational and occupational aspiration of high school youth are high in relation to expectations and available

opportunities. Although cultural groups differ in overall levels of aspiration and expectation, the evidence suggests that divergence between the two variables is common to ethnic and racial groups.

Methodology

Sample

The sample consisted of twelve rural high schools randomly chosen on a geographically stratified basis. Any school in the central third of New Mexico, located in a community of 2500 or less, was considered. Four schools were purposively chosen from those schools under consideration with a majority Native American student population. The remaining eight schools were randomly selected and had a high Anglo American or Mexican American enrollment, or both. For a description of the ethnic composition of New Mexico and the counties in which the researched schools are located see Appendix A.

An average of twenty-five sophomores and twenty-five seniors was selected in each school. More were interviewed in the larger schools to allow for those schools having less than twenty-five in their classes. Students classified themselves into the different ethnic groups (see Table 1). The sample included 139 respondents from Native American, 240 Mexican American, and 171 Anglo American rural populations in the two grade levels studied (tenth and twelfth) for a total sample size of 587. (See Table 2.)

Instrumentation

Questionnaires were administered either by the director or the research associate to each class separately in each school. School personnel were asked not to be present, in that they might have influenced student responses. The

TABLE 1

Sample of Students in New Mexico Youth Study

District County (Number in Grades)	SOPHOMORES					SENIORS					TOTAL (SOPH. & SENIORS)					
	Ethnic Group Interviewed			Number Inter-viewed	Total in Class	Ethnic Group Interviewed			Number Inter-viewed	Total in Class	Ethnic Group Interviewed			Total Interviewed		Total in Class
	Native Amer.	Mex. Amer.	Anglo Amer.			Native Amer.	Mex. Amer.	Anglo Amer.			Native Amer.	Mex. Amer.	Anglo Amer.	Number	Percent	
	Number					Number					#/%	#/%	#/%			
BERNALILLO Sandoval (600 in 9-12)	15	7	5	27	211	14	8	2	26	158	29/55	15/28	7/13	53	14.4	369
ENCINO Torrance (39 in 9-12)	0	4	0	6	10	0	7	1	9	11	0/0	11/73	1/7	15	71.4	21
GADSDEN (Anthony) Dona Ana (1256 in 9-12)	1	15	6	24	340	0	12	8	20	268	1/2	27/61	14/32	44	7.2	608
JEMEZ SPRINGS Sandoval (209 in 9-12)	32	14	4	50	63	17	7	1	29	34	49/62	21/27	5/6	79	81.4	97
LAGUNA/ACOMA Valencia (593 in 9-12)	11	4	0	18	91	21	3	0	25	92	32/74	7/16	0/0	43	23.5	183
LOS LUNAS Valencia (1100 in 9-12)	0	18	9	30	300	0	15	21	37	240	0/0	33/49	30/45	67	12.4	540

TABLE 1 (Continued)

District County (Number in Grades)	SOPHOMORES Ethnic Group Interviewed Native Amer.	Mex. Amer.	Anglo Amer.	Number Interviewed	Total in Class	SENIORS Ethnic Group Interviewed Native Amer.	Mex. Amer.	Anglo Amer.	Number Interviewed	Total in Class	TOTAL (SOPH. & SENIORS) Ethnic Group Interviewed Native Amer. #/%	Mex. Amer. #/%	Anglo Amer. #/%	Total Interviewed Number	Percent	Total in Class
	Number					Number										
MAGDALENA Socorro (235 in 7-12)	12	11	5	30	39	9	13	3	25	33	21/38	24/44	8/15	55	76.4	72
MORIARTY Torrance (280 in 9-12)	0	8	16	25	85	0	3	22	25	62	0/0	11/22	18/76	50	34	147
MOUNTAINAIR Torrance (140 in 9-12)	0	12	13	32	38	1	12	8	22	28	1/2	24/44	21/39	54	81.8	66
PENASCO Taos (432 in 9-12)	0	24	0	24	80	0	23	0	24	59	0/0	47/98	0/0	48	34.5	139
RUIDOSO Lincoln (560 in 7-12)	0	3	15	19	80	0	0	19	22	62	1/2	3/7	34/83	41	28.9	142
TULAROSA Otero (448 in 9-12)	5	11	6	22	98	1	6	7	16	88	6/17	17/47	13/36	38	20.4	186

TABLE 2

Responses by Class and Ethnicity

	Sophomore	Senior	Total - 587	
	307 Total	280 Total	Number	Percentage
No Response	5	2	7	1
Anglo American	79	92	171	29
Negro American	2	0	2	< 1
Oriental American	0	2	2	< 1
Native American	76	63	139	23
Mexican American	131	109	240	40
Other	14	12	26	4

questionnaire was an adaptation of a status projection instrument developed at Texas A&M (see Appendix B). It was previously used for Mexican Americans and Anglos in Texas (Kuvlesky, 1969) and for Navajo Native Americans in Arizona (Stout, in progress).

Variables

Fixed-choice stimulus questions provided responses which indicated educational, occupational, and mobility aspirations and expectations. Comparisons between indicated aspiration and expectation allowed for measurement of goal deflection in areas of education, occupation, and residence. These constructs are further explained below:

1. Educational aspiration--educational level desired by the respondent assuming complete freedom of choice.

2. Educational expectation--educational level the respondent actually expected to attain.

3. Occupational aspiration--specific type of work the respondent desired assuming complete freedom of choice.

4. Occupational expectation--specific type of work the respondent actually expected to pursue.

5. Residence aspiration--type of area in which the respondent most desired to reside, assuming complete freedom of choice.

6. Residence expectation--type of area in which the respondent actually expected to reside.

7-9. Anticipatory goal deflections--measures of divergence between educational, occupational, and residence expectations and aspirations.

Divergence was determined as positive, negative, or neutral. Measures of educational and occupational divergence were derived by observing the congruence between expectation and aspiration in these areas. Residence aspiration and expectation comparisons determined residence divergence. If the respondent expected to locate in an urban setting but aspired to live in a more rural location positive mobility divergence was displayed. If the respondent's aspiration was to reside in a more urban area than the expectation indicated, a negative residence divergence resulted. Otherwise the classification was neutral.

Answers related to occupations were coded according to an occupational scale derived from the Duncan index as follows:

0 = No information
1 = High professional
2 = Low professional
3 = Glamour
4 = Maragerial, official
5 = Clerical and sales
6 = Skilled worker
7 = Operative
8 = Laborer
9 = Housewife

The educational and residence scales were modifications of the scales in these areas used by Kuvlesky in his 1969 study.

0 = No information
1 = Quit school now
2 = Complete High School
3 = Complete technical program after H. S. graduation
4 = Complete Jr. College
5 = Graduate from 4-year College or University
6 = Complete additional graduate studies

Residence

0 = No information
1 = Live in a large city
2 = Live in a small city
3 = Live in a town or village near a metropolitan area
4 = Live in the country near a metropolitan area
5 = Live on a farm near a metropolitan area
6 = Live in a town or village not near a metropolitan area
7 = Live in the country not near a metropolitan area
8 = Live on a farm not near a metropolitan area

Analysis Procedure

The initial review of the completed questionnaires recorded only raw responses. The data were coded and transferred to Fortran sheets to which a validity check was administered prior to transfer to punch cards. All the data were then grouped together and run for sophomore-senior, male-female, and ethnicity status. A three-way analysis of variance was used to test for significance in main effects and interactions among cultural groups, grade level, and sex on the nine dependent variables. Tukey B after F tests were used to determine where the source of significance lay. Summary data were tabulated conjectures drawn for each variable (see Appendix C). Graphs were generated for variables of interest and appear in Appendix D.

Procedure for Contacting Schools

A letter requesting permission to conduct an interview with seniors and sophomores was sent to the superintendent and principal of each school selected. A brief summary explaining the nature of the research project was enclosed with the initial letter.

Through response to this letter and subsequent telephone contact an appointment was made with the principal and/or counselor of each school. During the meeting the researchers introduced themselves and reviewed the questionnaire, clarifying any questions the administrator had. The researchers stressed the necessity of a representative student body sample. A specific date to conduct the interview was also agreed upon.

Contacts with the different schools were made during the months of December and January. The interviews with the students were conducted during late January and February. The interview schedule appears in Appendix E.

Prior to the first interview the researchers re-examined the questionnaire items, some questions being deleted or reworded. When printed, each questionnaire was numbered for the individual school with every school also having respondent numbers 01-60. For further identification the student was asked to write the name of the school and his/her grade level.

Dr. William Kuvlesky (see Review of Literature, page 3), from the Department of Rural Sociology at Texas A&M, reviewed the questionnaire and interview procedure with the New Mexico State researcher, Dr. Everett Edington. The following procedure was an outgrowth of their consultation.

Interview Procedure

1. The respondents were given an explanation of the instrument, stressing that each response was voluntary.

(No response option was provided in all cases.)

2. They were asked to respond as a group and not to run through the questionnaire individually.

3. The interviewer read each inventory item aloud and waited for the students to respond.

4. After completing the interview, the last page of the instrument was removed in order to assure the respondent's anonymity.

5. Separate interviews for sophomores and seniors were arranged whenever possible.

6. The interviewers also requested that just the students be in the room. It was felt that the presence of a counselor or principal might inhibit them or influence their responses.

Analysis Findings: Occupation

Occupational aspiration and expectation were derived from questionnaire data and were recorded on the Duncan scale as previously described. The resulting scale ranged from 1 (high professional) to 9 (housewife). Occupational goal deflections were measured by computing the difference between goal and expectation.

Occupational Aspiration

Occupational aspiration means by grade level, sex, and ethnic group are presented in Table 3. The analysis of variance data appear in Table 4 as does the after F test Tukey B results.

TABLE 3

Occupational Aspiration Mean

Grade Level	Sophomore 4.09	Senior 3.42	
Sex	Male 3.87	Female 3.67	
Ethnicity	Anglo 3.53	Native American 4.16	Mexican American 3.71

Significant differences in occupational aspirations were found between grade levels and ethnic groups. Sophomores aspired to occupations significantly less professional than did seniors. Native Americans aspired to occupations less professional than did Anglo Americans. No other statistically significant differences were found.

TABLE 4

Analysis of Variance for Occupational Goals

Source	D.F.	Sum of Sq.	Mean Sq.	F-Ratio
A (Class Level)	1.	61.26	61.26	13.38**
B (Sex)	1.	7.97	7.97	1.74
C (Ethnicity)	2.	34.70	17.35	3.79*
AB	1.	0.00	0.00	0.00
AC	2.	15.40	7.70	1.68
BC	2.	5.31	2.66	0.58
ABC	2.	1.18	0.59	0.13
Error	488.	2233.42	4.58	

After F Test - Tukey B
C Main Effect

	Means	Anglo 3.53	Mexican American 3.71	Native American 4.16
Anglo	3.53	-	.18	.63*
Mexican American	3.71		-	.45
Native American	4.16			-

*Significant at $\alpha < 0.05$
**Significant at $\alpha < 0.01$

Occupational Expectation

Occupational expectation means by grade level, sex, and ethnicity are presented in Table 5. The analysis of variance data appears in Table 6.

TABLE 5

Occupational Expectation Means

Grade Level	Sophomore 4.71	Senior 4.54	
Sex	Male 4.17	Female 4.99	
Ethnicity	Anglo 4.50	Native American 4.53	Mexican American 4.77

TABLE 6

Analysis of Variance for Occupational Expectation

Source	D.F.	Sum of Sq.	Mean Sq.	F-Ratio
A (Class Level)	1.	2.14	2.14	0.35
B (Sex)	1.	65.12	65.12	10.51**
C (Ethnicity)	2.	4.75	2.38	0.38
AB	1.	17.53	17.53	2.83
AC	2.	20.42	10.21	1.65
BC	2.	3.19	1.60	0.26
ABC	2.	3.43	1.71	0.28
Error	451.	2794.38	6.20	

**Significant at $\alpha < 0.01$

Significant differences in occupational expectation were found only due to sex. Females expected to enter significantly less professional occupations than did males.

Occupational Goal Deflection

Occupational goal deflection means by grade level, sex, and ethnicity are presented in Table 7. The analysis of variance data appear in Table 8. The after F test Tukey B results for the C main effect and the A by C interaction appear in Table 9.

TABLE 7

Occupational Goal Deflection Mean

Grade Level	Sophomore 0.69	Senior 1.15	
Sex	Male 0.29	Female 1.43	
Ethnicity	Anglo 1.07	Native American 0.51	Mexican American 1.02

Significant differences in occupational goal deflection were found due to grade level, sex, ethnicity and the grade level by ethnicity interaction. Seniors had significantly greater deflection than did sophomores. Females had significantly greater deflection than did males. The Tukey B after F test procedure revealed no significant differences due to ethnicity. It appears, however, that the Native American group showed a smaller degree of deflection than the other ethnic groups. Sophomore Native Americans showed negative occupational goal deflection which was significantly different from all other combinations of grade level and ethnicity.

TABLE 8

Analysis of Variance for Occupational Goal Deflection

Source	D.F.	Sum of Sq.	Mean Sq.	F-Ratio
A (Class Level)	1.	33.53	33.53	6.69**
B (Sex)	1.	132.60	132.60	26.46**
C (Ethnicity)	2.	36.34	18.17	3.63*
AB	1.	16.63	16.63	3.32
AC	2.	57.10	28.55	5.70**
BC	2.	2.34	1.17	0.23
ABC	2.	8.05	4.03	0.80
Error	442.	2215.30	5.01	

*Significant at $\alpha < 0.05$
**Significant at $\alpha < 0.01$

TABLE 9

After F Tests for C Main Effect and A by C Interaction for Occupational Goal Deflection

C Main Effect*

	.51	1.02	1.07
.51	-	.51	.56
1.02		-	.05
1.07			-

*Note: No Significant differences were found

A by C Interaction

		Soph. N.A. -.38	Soph. A.A. .91	Sen. M.A. .95	Soph. M.A. 1.09	Sen. A.A. 1.22	Sen. N.A. 1.40
Soph. N.A.	-.38	0	1.29*	1.33*	1.47*	1.60*	1.78*
Soph. A.A.	.91		-	.04	.18	.31	.49
Sen. M.A.	.95			-	.14	.27	.45
Soph. M.A.	1.09				-	.13	.31
Sen. A.A.	1.22					-	.18
Sen. N.A.	1.40						-

*Significant at $\alpha < 0.05$

Note: In this table, as in all succeeding tables in which the different ethnicity groupings are abbreviated, N.A. represents Native American, A.A., Anglo American, and M.A., Mexican American.

Place of Residence

Place of residence aspiration and expectation were derived from questionnaire data. The resulting scores were placed on a scale from 1 (In a very large city) to 8 (On a farm, not near a city), or in other words, from highly urban to highly rural. Place of residence goal deflection was found by taking the difference between aspiration and expectation.

Residence Aspiration

Residence aspiration means by grade level, sex, and ethnic group are presented in Table 10. The analysis of variance data appear in Table 11. The after F test Tukey B results for C main effect appear in Table 12. The A by B by C interaction term is too complex to formally analyze and therefore appears as a graph in Figure 1.

Significant differences in residence aspiration were found due to sex and ethnicity. Males aspired to a more rural environment than did females. Native Americans and Anglo Americans did not differ significantly. Mexican American students aspired to a significantly more urban environment than did either the Native American or Anglo American. As can be seen in Figure 1, the interaction of A, B, and C is due in large part to the highly rural aspiration of Native American senior males and Anglo female seniors.

TABLE 10

Residence Aspiration Means

Grade Level	Sophomore	Senior	
	3.88	3.99	
Sex	Male	Female	
	4.39	3.55	
Ethnicity	Anglo	Native American	Mexican American
	4.27	4.42	3.42

TABLE 11

Analysis of Variance for Residence Aspiration

Source	D.F.	Sum of Sq.	Mean Sq.	F-Ratio
A (Class Level)	1.	2.90	2.90	0.85
B (Sex)	1.	102.50	102.50	30.18**
C (Ethnicity)	2.	104.14	52.07	15.33**
AB	1.	0.66	0.66	0.20
AC	2.	0.04	0.02	0.01
BC	2.	10.75	5.37	1.58
ABC	2.	27.45	13.73	4.04*
Error	515.	1749.08	3.40	

*Significant at $\alpha < 0.05$
**Significant at $\alpha < 0.01$

TABLE 12

After F Test for the C Main Effect for Residence Aspiration

	M.A. 3.42	A.A. 4.27	N.A. 4.42
M.A. 3.42	-	.85*	1.00*
A.A. 4.27		-	.15
N.A. 4.42			-

*Significant at $\alpha < 0.05$

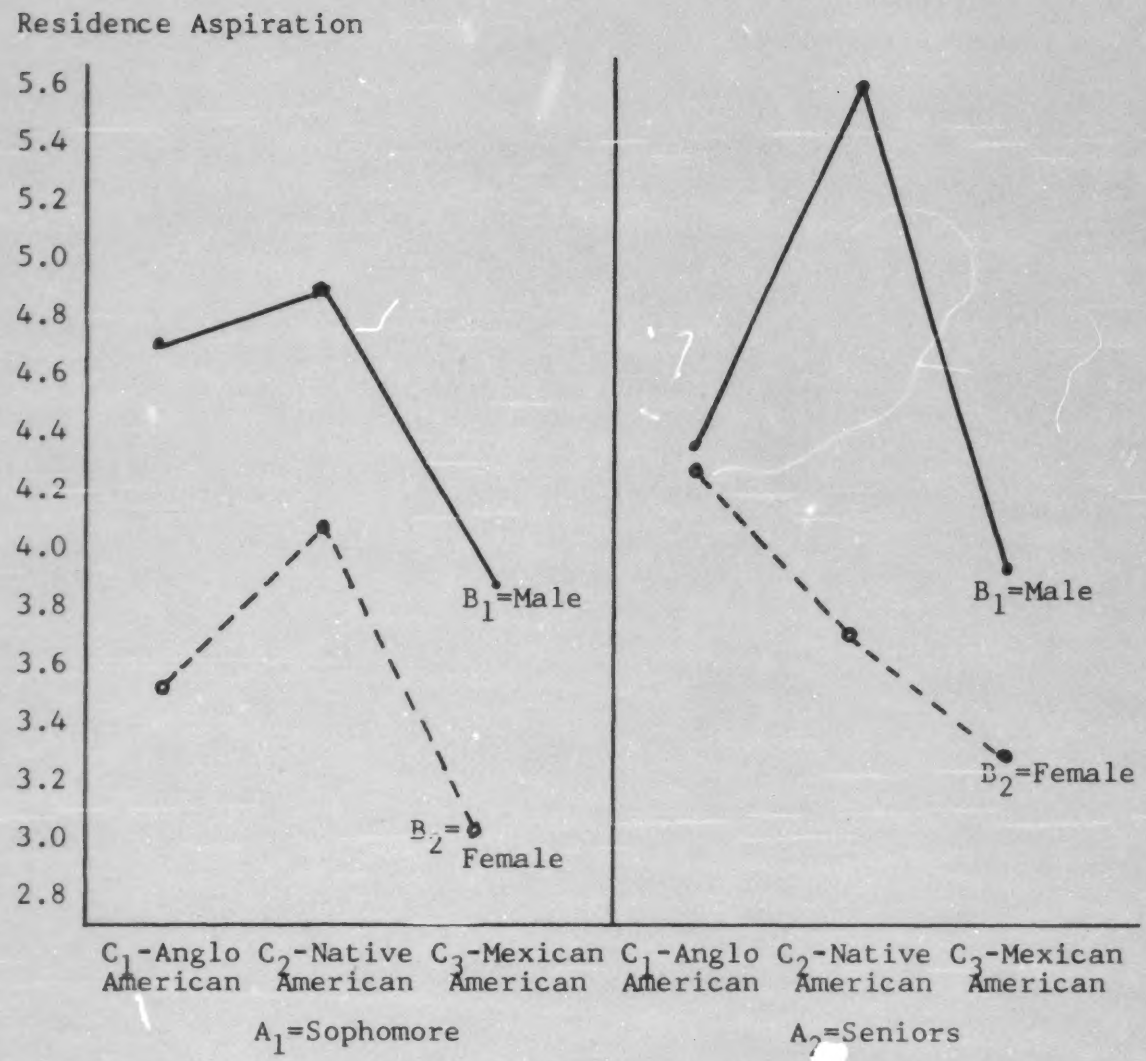


Figure 1. Graph of the A by B by C Interaction for Residence Aspiration

Residence Expectation

Residence expectation means by grade level, sex, and ethnicity are presented in Table 13. The analysis of variance data appear in Table 14 as does the after F test Tukey B results.

TABLE 13

Residence Expectation Means

Grade Level	Sophomore 3.57	Senior 3.48	
Sex	Male 3.95	Female 3.17	
Ethnicity	Anglo 3.41	Native American 4.23	Mexican American 3.20

Significant differences in residence expectation were found due to sex and ethnicity. Males were found to be more rural in expectation than females. Native Americans were significantly more rural in expectation than Anglo Americans or Mexican Americans. No differences were found between Anglo American and Mexican American students.

Residence Goal Deflection

Residence goal deflection means by grade level, sex, and ethnicity are presented in Table 15. The analysis of variance data appear in Table 16 as does the after F test Tukey B results.

Ethnicity was the only significant effect in the difference between place of residence aspiration and expectation. Native American goal deflection did not differ from that of

TABLE 14

Analysis of Variance for Residence Expectation and After F Test Tukey B Results

Source	D.F.	Sum cf Sq.	Mean Sq.	F-Ratio
A (Class Level)	1.	0.09	0.09	0.03
B (Sex)	1.	90.92	90.92	28.36**
C (Ethnicity)	2.	118.76	59.38	18.52**
AB	1.	0.13	0.13	0.04
AC	2.	6.80	3.40	1.06
BC	2.	3.93	1.96	0.61
ABC	2.	14.77	7.38	2.30
Error	514.	1648.02	3.21	

After F Test for the C Main Effect

		M.A. 3.20	A. 3.41	N.A. 4.23
M.A.	3.20	-	.21	1.03*
A.	3.41		-	.82*
N.A.	4.23			-

*Significant at $\alpha < 0.05$
**Significant at $\alpha < 0.01$

TABLE 15

Residence Goal Deflection Means

Grade Level	Sophomore	Senior	
	-0.30	-0.52	
Sex	Male	Female	
	-0.44	-0.37	
Ethnicity	Anglo	Native American	Mexican American
	-0.87	-0.19	-0.20

TABLE 16

Analysis of Variance for Residence Goal Deflection

Source	D.F.	Sum of Sq.	Mean Sq.	F-Ratio
A (Class Level)	1.	2.52	2.52	1.40
B (Sex)	1.	0.52	0.52	0.29
C (Ethnicity)	2.	40.77	20.39	11.33**
AB	1.	1.27	1.27	0.71
AC	2.	8.70	4.35	2.42
BC	2.	6.11	3.06	1.70
ABC	2.	7.04	3.52	1.95
Error	512.	921.62	1.80	

After F Test Tukey B
C Main Effect

		N.A.	M.A.	A.A.
		-.19	-.20	-.87
N.A.	-.19	-	.01	.68*
M.A.	-.20		-	.67*
A.A.	-.87			-

*Significant at $\alpha < 0.05$
**Significant at $\alpha < 0.01$

the Mexican American student. Anglo American students, however, had significantly greater goal deflection than did the Native American or Mexican American.

Education

Educational aspirations and expectations were derived from questionnaire data. The resulting scale ran from 1 (quit school) to 6 (take additional work beyond a college degree). As before, goal deflection was computed by taking the difference between aspiration and expectation.

Education Aspiration

Educational aspiration means by grade level, sex, and ethnic group are presented in Table 17. The analysis of variance data appear in Table 18 as does the after F test Tukey B results.

TABLE 17

Educational Aspiration Means

Grade Level	Sophomore 3.77	Senior 4.16	
Sex	Male 3.88	Female 4.03	
Ethnicity	Anglo 4.16	Native American 3.86	Mexican American 3.88

Significant differences in educational aspirations were found related to grade level and the sex by ethnic group interaction. Seniors aspired to significantly more education than did sophomores. Native American males aspired to significantly less education than all groups except Mexican American females.

TABLE 18

Analysis of Variance for Educational Aspirations and After F Tests

Source	D.F.	Sum of Sq.	Mean Sq.	F-Ratio
A (Class Level)	1.	21.05	21.05	9.87**
B (Sex)	1.	6.90	6.90	3.23
C (Ethnicity)	2.	10.84	5.42	2.54
AB	1.	7.67	7.67	3.60
AC	2.	1.36	0.68	0.32
BC	2.	29.27	14.63	6.86**
ABC	2.	8.51	4.26	2.00
Error	531.	1132.39	2.13	

After F Test Tukey B
B by C Main Effect

	N.A. M	M.A. F	M.A. M	A. F	A. M	N.A. F
	1	2	3	4	5	6
	3.27	3.85	3.92	4.09	4.22	4.26
N.A. M 3.27	-	.58	.65*	.82*	.95*	.99*
M.A. F 3.85		-	.07	.24	.37	.41
M.A. M 3.92			-	.17	.30	.34
A. F 4.09				-	.13	.17
A. M 4.22					-	.04
N.A. F 4.26						-

*Significant at $\alpha < 0.05$
**Significant at $\alpha < 0.01$

Education Expectation

Educational expectation means by grade level, sex, and ethnic group are presented in Table 19. The analysis of variance data appear in Table 20 as does the after F test Tukey B results.

TABLE 19

Educational Expectation Means

Grade Level	Sophomore 3.60	Senior 3.92	
Sex	Male 3.71	Female 3.79	
Ethnicity	Anglo 3.90	Native American 3.80	Mexican American 3.62

Significant differences in educational expectations were found related to grade level and the sex by ethnic group interaction. Seniors expected significantly more education than did sophomores. Native American males expected significantly less education than did either Native American females or Anglo American males. In addition, Mexican American females expected significantly less education than did Anglo American males.

Education Goal Deflection

No significant differences were found to exist in the area of educational goal deflection. For purposes of later discussion the educational goal deflection means are presented in Table 21.

TABLE 20

Analysis of Variance for Educational Expectation and After F Tests

Source	D.F.	Sum of Sq.	Mean Sq.	F-Ratio
A (Class Level)	1.	17.20	17.20	9.07**
B (Sex)	1.	2.87	2.87	1.51
C (Ethnicity)	2.	6.06	3.03	1.60
AB	1.	3.17	3.17	1.67
AC	2.	10.40	5.20	2.74
BC	2.	21.81	10.91	5.75**
ABC	2.	8.37	4.19	2.21
Error	532.	1008.70	1.90	

After F Test Tukey B
B by C Interaction

	N.A. Males	M.A. Fem.	M.A. Males	A.A. Fem.	A.A. Males	N.A. Fem.
	1	2	3	4	5	6
	3.32	3.53	3.72	3.84	3.95	4.14
N.A. M 3.32	-	.21	.40	.52	.63*	.82*
M.A. F 3.53		-	.19	.31	.42	.61*
M.A. M 3.72			-	.12	.23	.42
A.A. F 3.84				-	.11	.30
A.A. M 3.95					-	.19
N.A. F 4.14						-

*Significant at $\alpha < 0.05$
**Significant at $\alpha < 0.01$

TABLE 21

Educational Goal Deflection Means

Grade Level	Sophomore -0.16	Senior -0.25	
Sex	Male -0.15	Female -0.24	
Ethnicity	Anglo -0.25	Native American -0.06	Mexican American -0.25

Summary of Findings

Occupation

Occupational aspiration and expectation were recorded on the Duncan scale. All data in the tables refer to that scale. Significant differences in aspirations were found between grade levels and ethnic groups. Sophomores aspired to occupations significantly less professional than did seniors ($\alpha < .01$). Native Americans aspired to occupations less professional than did Anglo Americans ($\alpha < .05$). Differences in occupational expectation were found only due to sex, with females expecting to enter significantly less professional occupations than did males ($\alpha < .01$). Occupational goal deflection differences were found due to grade level, sex, ethnicity and the grade level by ethnicity interaction. Seniors displayed greater deflection than did sophomores ($\alpha < .01$) and females greater than males ($\alpha < .01$) The Tukey B after F test revealed no significant differences due to ethnicity. The Native American group showed a smaller degree of deflection than the other ethnic groups. Sophomore Native Americans displayed negative occupational goal deflection which was significantly different from all other combinations of grade level and ethnicity ($\alpha < .05$).

Residence

Place of residence aspiration and expectation results were placed on a scale which ranged from highly urban to highly rural, and all data in the tables refer to that scale. Residence aspiration differences were found due to sex and

ethnicity. Males aspired to a more rural environment than females ($\alpha < .01$); Mexican American students aspired to a significantly more urban environment than did either the Native American or Anglo American ($\alpha < .05$). Significant residence expectation differences were found due to sex and ethnicity. Males were found to be more rural in expectation than females ($\alpha < .01$) and Native Americans were more rural than Anglo Americans or Mexican Americans ($\alpha < .05$). Ethnicity was the only significant effect in deflection between place of residence aspiration and expectation. Anglo American students had significantly greater goal deflection than did the Native American or Mexican American ($\alpha < .05$).

Education

The education scale encompassed choices from quitting school prior to high school graduation to completing graduate work and all data in the tables refer to that scale. Significant differences in educational aspirations were found related to grade level and the sex by ethnic groups interaction. Seniors aspired to more education than did sophomores ($\alpha < .01$); Native American males aspired to significantly less education than all groups except Mexican American females ($\alpha < .05$). Educational expectation differences were found related to grade level and the sex by ethnic group interaction. Seniors expected more education than sophomores ($\alpha < .01$) and Native American males expected significantly less education than did either Native American females or Anglo American males ($\alpha < .05$). Mexican American

females expected less education than did Anglo American males ($\alpha < .05$). No significant differences were found in the area of educational goal deflection.

Implications and Recommendations

The previous summary of findings covered primary conclusions for this study. Many other data deserving consideration are found in Appendix C. While all these data did not receive the same rigorous statistical analyses as those applied to selected sections, it is felt that important implications can be drawn from both types of data. All recommendations in this section are derived from those implications.

Areas for concern include, but are not limited to, the following:

1. Except for the occupational categorization of "Glamour," the only occupations whose expectation index exceeded their aspiration are grouped at the less professional end of the scale.

2. Anglo American, Native American, and Mexican American "no response" levels are fairly congruous in measuring Educational Aspiration and Expectation, yet in the Occupation Categorization, Native Americans, the smallest group numerically, have the largest proportional non-response.

3. Over 50% of all respondents expressed that High School counselors were of little or no help in forming job aspiration; classroom teachers were considered more helpful. Occupational handbooks received a better "rating" than either counselors or principals, who were perceived as the least help.

4. Proportionally more Native American females held positive military expectation than the other two identities. Approximately a one-third positive female military expectation exists across all ethnic identifications. Although almost 80% of the respondents indicate an undecided or negative military desire, 30% expected some definite form of military service.

5. Native Americans, as a group, showed a lesser degree of occupational goal deflection. They also showed a significantly lower degree of occupational aspiration. So while possibly being more "realistic" this group also exhibited a lower level of what to be "realistic" about.

These, and other discontinuities, imply to the researchers that problems in rural high school career education programs exist. The absence of ethnic or sexual bias regarding the aspiration and expectation levels for more than a high school education is a major positive factor.

A tentative model for change could involve all aspects of educational personnel, without forcing upon any single segment (administrative, guidance, or teaching staff) unrealistic, hard, or impossible changes. In this model, teachers, in applicable subject areas, act as the main disseminators of educational, occupational, and mobility options. At the same time they should be careful to integrate all areas to produce realistic, but not pessimistic, graduates. Since teachers have the most contact with students, they have the greatest potential for impact.

Guidance personnel have inescapable limitations on time allotment per student, even if their main school function is not one of statistician or test administrator. They could offer in-service training programs in the area of career education and assist those teachers participating to make minor, but vital, changes in their curriculum. Administrators would be in a position to make direct curriculum changes, as well as to encourage guidance personnel to attend career education conferences and classes to aid teachers, and thus, students. One possible enhancement for implementing such a program would be attaching college credit or merit raises to the extra training necessary.

Although only two grade levels were studied, they were grades toward the culmination of the public education spectrum. Changes or problems that are indicated at that level are certainly applicable, if not more so, in the preceeding grades. Perhaps these personnel should be accorded increment pay raises for related summer work, rather than always insisting on further academic, college-credit, summers. Whatever it takes, rural youth need and deserve the chance to "see" more opportunities than they are presently "seeing."

APPENDIX A

ETHNIC COMPOSITION OF COUNTIES STUDIED

Total New Mexico Population: 1,016,000

Anglo American:	510,447
Spanish Speaking:	407,286
Native American:	70,986
Negro American:	19,439
Unidentified:	7,842

Ethnic Composition of Counties Studied

	Total Population	Anglo American	Spanish Speaking	Negro American	Native American	Unidentified
		Number Percentage	Number Percentage	Number Percentage	Number Percentage	Number Percentage
BERNALILLO	315,774	176,969 56	123,814 39	6,689 2	5,839 2	2,463 < 1
DONA ANA	69,773	32,006 46	35,439 51	1,338 2	207 < 1	783 1
LINCOLN	7,560	4,800 64	2,568 34	41 < 1	82 1	69 < 1
OTERO	41,097	27,546 67	9,730 24	1,850 4	1,620 4	351 < 1
SOCORRO	9,763	3,028 31	5,858 60	67 < 1	707 7	103 1
TAOS	17,516	909 5	15,109 86	28 < 1	1,193 7	277 1

	Total Population	Anglo American	Spanish Speaking	Negro American	Native American	Unidentified
		Number Percentage	Number Percentage	Number Percentage	Number Percentage	Number Percentage
TORRANCE	5,290	2,474 47	2,783 53	0 0	7 < 1	26 < 1
VALENCIA	40,539	11,366 28	22,634 56	197 < 1	6,080 5	262 < 1

*These data are compiled on the 1970 census figures.

**Sandoval County, in which Bernalillo is located, is not included due to inaccurate census data.

APPENDIX B

QUESTIONNAIRES

School_____
Class: Soph___ Senior___
No._____

CONFIDENTIAL

This set of questions is part of a study of high school students in the United States. The purpose of this study is to learn more about what students think about their future and what they plan to do after they leave high school.

THIS IS NOT A TEST: There are no right or wrong answers. We are only interested in finding out your opinions about some important matters. No one in your school will ever see your answers. Special safeguards have been set up to make sure that your replies will be kept strictly confidential.

You do not have to answer any question you do not want to answer. However, we hope that you will cooperate to make this a good scientific study by answering all the questions as frankly and honestly as you can. We appreciate your help very much.

Part A.

1. How old were you on your last birthday?_____

2. Sex (Circle one number): 1 Male 2 Female

3. Where have you lived most of your life? (Circle one number):

   1 City (over 2,500)

   2 Town or village (under 2,500)

   3 In the country, but not on a farm

   4 On a farm

4. What is your religious preference? (Circle one number):

   1 Protestant

   2 Roman Catholic

   3 Jewish

   4 Other (What?_____)

   5 None

5. What is your Ethnic background? (Circle one number):

   1 Anglo 2 Negro 3 Oriental 4 Indian

   5 Mex. American 6 Other

6. Which of the following statements best describes you? (Circle one number):

   1 I am married.

   2 I am engaged.

   3 I am going steady.

   4 I date often but do not go steady.

   5 I date very seldom or never.

7. (a) Do you want to get married some day? (Circle one number):

1 Yes 2 No 3 Already married

If you answered yes, you want to get married, answer the following questions:

(b) At what age would you like to get married? _____

(c) How many children do you want? _____

(d) How many children do you expect to have? _____

(e) At what age do you really expect to get married? _____

8. If you were completely free to choose any job, what would you desire most as a lifetime job? (In answering this question give an exact job. For example, do not say "work on the railroad" but tell us what railroad job you would like to have.) Write your answer in the box below.

ANSWER:

---

9. (a) Sometimes we are not always able to do what we want most. What kind of job do you really expect to have most of your life? (Write your answer in the box below. Please give an exact job!)

ANSWER:

(b) How certain are you that this is the job you will have most of your life? (Circle one number):

I am: 1	2	3	4	5
Very Certain	Certain	Not Very Certain	Uncertain	Very Uncertain

---

10. If you could have as much schooling as you desired, of which of the following would you do? (Circle one number):

1 Quit school right now.
2 Complete high school.
3 Complete a business, commercial, electronics, or some other technical program after finishing high school.
4 Graduate from a junior college (2 years).
5 Graduate from a college or university.
6 Complete additional studies after graduating from a college or university.

---

11. (a) What do you really expect to do about your education? (Circle only one number):

1 Quit school right now.
2 Complete high school.
3 Complete a business, commercial, electronics, or some other technical program after finishing high school.
4 Graduate from a junior college (2 years).
5 Graduate from a college or university.
6 Complete additional studies after graduating from a college or university.

(b) How certain are you that you will really achieve the education you expect?

I am: (Circle one number):

1	2	3	4	5
Very Certain	Certain	Not Very Certain	Uncertain	Very Uncertain

---

12. How helpful have each of the following people and things been in helping you to decide what job you would most like to have? (Circle one number for each of the following):

	Very Helpful	Some Help	Little Help	No Help
Parents	4	3	2	1
Friends	4	3	2	1
High School Counselor ...	4	3	2	1

Teachers	4	3	2	1
Relatives other than parents	4	3	2	1
Movies or TV	4	3	2	1
Occupational handbooks ...	4	3	2	1
Personal job experience...	4	3	2	1
School principal.....	4	3	2	1

13. Do you want to go into military service? (Circle one):

1 Yes 2 Not sure 3 No

14. Of the kind of places listed below, in which one would you most desire to live for the rest of your life? (Circle one):

In a City

1 Very large
2 Small

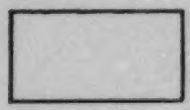
Near a City

3 In a town or village
4 In the country but not on a farm
5 On a farm

Not near a City

6 In a town or village
7 In the country but not on a farm
8 On a farm

15. (a) From the kind of places listed above, what type of place do you <u>really expect</u> to live most of your life? Place the number of this type of place in the following box:



(b) How certain are you that you will live in this kind of place?

I am: (Circle one number):

1	2	3	4	5
Very Certain	Certain	Not Very Certain	Uncertain	Very Uncertain

---

16. What is the marital status of your mother and father? (Circle one number):

1 Both alive, living together
2 Both alive, separated
3 Both alive, divorced
4 Father not living
5 Mother not living
6 Neither father nor mother living

---

17. Are you (Circle one number):

1 The youngest living child in your family
2 The oldest living child in your family
3 Neither the youngest or the oldest living child
4 The only child

---

18. What was the highest school grade completed by your father and mother? (Circle one number on the left for father and one on the right for mother.)

Father		Mother
1	Did not go to school	1
2	Grade 1-7	2
3	Eighth Grade	3
4	Some high school but didn't graduate	4
5	Graduated from high school	5
6	Went to Vocational School after graduating high school	6
7	Some college but didn't graduate	7
8	College graduate (4 years)	8
9	Don't know	9

---

19. Who is the major money earner in the family? (Circle one number):

1 Father
2 Mother
3 Brother or Sister
4 Other (Who? _____)
5 Insurance, social security, or something like this

---

20. What is the main job held by the major money earner of your home? (Write your answer in the following box. Give a specific job, not the company or place worked for.)

ANSWER: [ ]

---

21. Listed below are a number of things that most young people look forward to. Rank them in order of their importance to you. For the one you think is most important put a number 1 in front of it; for the next most important one put in a number 2; and so on until you have a different number (from 1 to 7) for each one. Read over the entire list before answering the question.

_____ To have lots of free time to do what I want.

_____ To get all the education I want.

_____ To earn as much money as I can.

_____ To get the job I want most.

_____ To live in the kind of place I like best.

_____ To have the kind of house, car, furniture, and other things like this I want.

_____ To get married and raise a family.

CHECK YOUR ANSWERS! You should have used each number from 1 to 7 only one time and you should have a number in each blank space.

---

22. (a) What do you expect to do about military service? (Circle only one number):

1 Quit high school and enlist.

2 Enlist right after high school.
3 Go to college and take officers' training.
4 Enlist in the Reserves or National Guard.
5 Not eligible--I have a physical disability.
6 Get out of going some way or other.
7 I am a girl and do not plan to enlist.

(b) How sure are you that this is what you will do?

I am: (Circle one number):

1	2	3	4	5
Very Sure	Sure	Not very Sure	Uncertain	Very Uncertain

---

23. Tell me whether you agree with the following statements about entering military service. (Check one blank for each statement.)

Agree	Disagree		
_____	_____	1.	Every American male should want to serve in the military.
_____	_____	2.	Every able bodied American male should enlist if the country is fighting a war.
_____	_____	3.	One should not complain if he is drafted.
_____	_____	4.	One can do more for his country by doing something else.
_____	_____	5.	Anyone who enlists in the service is foolish.

---

24. What kind of program are you taking in school? (Circle one number):

1 General
2 Academic or College Prep
3 Vocational
4 Other: (What?_____)

No._____

As we mentioned before, your answers to these questions are strictly confidential. No information about particular persons will be given to your school or anyone else. However, we will need your name and address so that we can locate and contact you several years from now. Please give us the following information.

PLEASE PRINT

(a) Your present address

First name	Middle initial	Last name

Street address

City or town	County	State

Telephone no.

(b) Name and address of relative or friend (living at a different address from the one you gave above) who will always know where you are living if you should move in the next few years.

First name	Middle initial	Last name

Street address

City or town	County	State

Telephone no.

APPENDIX C

SUMMARY DATA

CATEGORIZATION OF RESPONDENTS BY:

GRADE LEVEL
SEX
ETHNICITY

General Description of Tables

AGE: See individual tables

SEX: See individual tables

RESIDENCE: In that the study focused on rural New Mexican towns with a population of 2,500 or less, it was expected that that category would receive the largest number of responses.

ETHNICITY: See individual tables

TRIBAL SELF-IDENTIFICATION: Jemez Pueblo appears to be the most prevelant choice of the pueblos listed. However, by ethnicity categorization, the Native American identity was chosen 138 times, to compare with the 96 Native Americans identifying themselves with the listed tribes. Those not responding by tribe could have felt that they did not associate their heritage with a single tribe, or, less likely, their tribe was not listed.

OCCUPATION: See individual tables

CERTAINTY OF OCCUPATIONAL EXPECTATION: See individual tables

EDUCATION: See individual tables

CERTAINTY OF EDCUATIONAL EXPECTATION: See individual tables

MILITARY DESIRE: See individual tables

MILITARY EXPECTATION: See individual tables

CERTAINTY OF MILITARY EXPECTATION: See individual tables

RESIDENCE: See individual tables

CERTAINTY OF RESIDENCE EXPECTATION: See individual tables

MARITAL STATUS OF PARENTS: For such a large number of respondents relatively few had divorced parents, perhaps due to their predominantly Catholic religious affiliation. (See Religion.) More students reported deceased fathers than mothers.

SIBLING LOCATION: Predictably most students were located in middle sibling positions.

EDUCATIONAL BACKGROUND OF PARENTS: See individual tables

PRIMARY MONETARY SUPPORT OF FAMILY: The father was identified overwhelmingly as the main source of support of the family with Insurance and Social Security being second, slightly above that of the mother as main supporter.

RELIGION: Catholicism is dominant in many southwestern areas and this dominance is reflected by the study. An extremely small percentage of students identified themselves as having no religious affiliation or as being athiests.

OCCUPATIONAL CATEGORIZATION: See individual tables

SOURCES OF HELP IN FORMATION OF JOB ASPIRATION: See individual tables

MAIN MONEY EARNER'S OCCUPATION: This item received one of the highest "No Response" numbers of all the items requested. The most numerous response was "Skilled Trade," and "Clerical and Sales" was close to the least often chosen. This is congruent with the findings of Identification of Main Support, in which few mothers, most likely in clerical or sales positions, were listed as main familial supporters.

INTENSITY OF 7 COMPARED GOALS: See individual tables

STATEMENTS CONCERNING MILITARY SERVICE: Statements one through five seem to be aiming at understanding the quality of patriotism; with one most patriotic and five least patriotic. More students expressed disagreement with statement number five than statement number one. Statements two, three, and four carry about a 50% choice with either answer.

TYPE OF SCHOOL PROGRAM: Typically students identified themselves as following a General program of studies, with College Prep and Vocational chosen about the same number each, but considerably less than General.

DATING AND MARITAL STATUS: Responses which showed "Frequent" or "Steady" dating were more numerous than the "Date seldom or never" response.

DO YOU WANT TO GET MARRIED SOMEDAY?: As expected, most students answered this question affirmatively. Those negative responses were not concretely evidenced in "Marriage Age" but those students who did not want to get married might have chosen the "No Response" option in that instance.

AGE FOR MARRIAGE: The researchers feel a fact which reinforces the total validity of the questionnaire is the very few number of obviously ridiculous answers to this question. The ages between 20-26 were overall the prevelant choices.

NUMBER OF CHILDREN: This question has the highest "No Response" number in the study, congruent with, and perhaps explained in part by, the relatively older age associated with marriage in the previous question. These students had not formed any opinion as to number of children desired/wanted because they were not planning to get married, let alone have children, in the forseeable future. Of those students answering, two was the number of children most wanted and expected.

Categorization by Ethnicity
Anglo American: 171
Native American: 139
Spanish American: 240
Unidentified: 33

AGE

Age	Anglo	Indian	Spanish Speaking	Other
No Response	0	3	0	1
14	3	11	11	1
15	55	30	83	11
16	22	27	37	7
17	71	42	67	11
18	18	23	35	2
19	2	2	6	0
20 or more	0	1	1	0

SEX

No Response	1	1	0	1
Males	88	56	109	18
Females	82	82	131	14

RESIDENCE

Place of Residence				
No Response	0	7	3	3
City, over 2,500	56	5	34	7
Town, under 2,500	52	108	132	13
Country, not farm	43	18	53	7
Farm	20	1	18	3

GRADE

Sophomores	79	76	131	19
Seniors	92	63	109	14

TRIBAL SELF-IDENTIFICATION

	Anglo	Indian	Spanish Speaking	Other
No Response	171	45	240	32
San Felipe Pueblo		9		
Jemez Pueblo		26		
Santa Ana Pueblo		3		
Santa Domingo Pueblo		4		
Cochiti Pueblo		0		
Laguna Pueblo		13		
Acoma Pueblo		8		
Zia Pueblo		12		
Sandia Pueblo		2		
Navajo		12		
Mescalero Apache		5		

OCCUPATION

Occupation	Aspiration/Expectation			
No Response	3/12	18/29	26/43	5/8
Farm/ranch owner/manager	6/5	3/3	3/2	1/0
Farm/ranch laborer/worker	1/1	0	0/1	0
Laborer (maid, janitor, etc.)	0/7	8/5	10/18	0/3
Skilled Trade	22/21	19/19	30/31	6/4
Machine operator	8/5	7/5	8/7	2/2
Owner/manager of business/ government office	12/10	2/2	10/14	1/1
Sales work	0/5	2/5	4/6	0/1
Clerical work	5/10	14/17	22/19	5/2
Enlisted man	5/7	5/1	3/5	1/0
Officer	0	0/1	0/1	1/0
Professional (Dr., lawyer) (over 4 yrs. coilege)	18/11	11/6	23/8	2/2
Teacher	38/34	32/25	60/48	6/3
Draftsman	10/10	10/7	7/9	0
Entertainer or professional sports	39/14	4/4	31/8	3/2
Housewife	4/19	4/10	3/20	0/5

CERTAINTY OF OCCUPATIONAL EXPECTATION

No Response	3	15	18	1
Very Certain	31	11	28	4
Certain	58	38	50	14
Not Very Certain	55	62	103	9
Uncertain	20	10	26	4
Very Uncertain	4	3	15	1

EDUCATION

	Anglo	Indian	Spanish Speaking	Other
Aspiration/Expectation				
No Response	2/1	2/1	0/1	1/1
Quit school now	1/0	5/5	5/2	3/2
Complete high school	33/43	32/33	61/73	4/12
Complete Tech program (after H.S. graduation)	28/27	17/20	45/46	9/4
Complete Jr. college	15/20	24/23	17/25	3/4
Graduate from college or university	64/67	42/41	71/79	9/6
Complete additional graduate studies	28/13	17/16	41/14	4/4
CERTAINTY OF EDUCATIONAL EXPECTATION				
No Response	1	1	0	1
Very Certain	60	26	55	3
Certain	82	62	107	22
Not very certain	25	42	63	2
Uncertain	2	7	12	3
Very uncertain	1	1	3	2
MILITARY DESIRE				
No Response	0	3	2	1
Yes	20	27	44	3
Not sure	54	60	86	12
No	97	49	108	17
MILITARY EXPECTATION				
No Response	5	6	8	3
Quit H.S. and enlist	0	0	1	0
Enlist just after H.S.	18	34	52	4
College and Officers' training	17	22	24	4
Enlist in Reserves or National Guard	9	4	18	0
Not Eligible	6	7	6	5
Get out of serving	44	19	39	6
I am a girl-I do not plan to enlist	72	47	92	11

CERTAINTY OF MILITARY EXPECTATION

	Anglo	Indian	Spanish Speaking	Other
No Response	6	2	7	4
Very certain	90	37	71	14
Certain	20	29	60	5
Not very certain	32	45	69	8
Uncertain	9	15	22	2
Very uncertain	14	11	11	0

RESIDENCE

	Aspiration/Expectation			
No Response	5/6	7/7	8/8	4/4
In a City				
Large	14/25	4/5	27/34	3/5
Small	26/42	10/10	57/60	7/9
Near a City				
Town or Village	17/29	49/52	49/57	5/5
Country, not on a farm	47/33	12/15	50/39	6/4
Farm	21/11	4/4	17/10	2/0
Not Near a City				
Town or village	5/5	30/26	10/17	2/2
Country, not on a farm	22/11	21/20	16/10	2/2
Farm	14/9	2/0	6/5	2/2

CERTAINTY OF RESIDENCE EXPECTATION

No Response	0	7	3	1
Very certain	29	35	31	7
Certain	70	52	93	9
Not very certain	60	39	93	13
Uncertain	9	5	20	3
Very uncertain	3	1	0	0

MARITAL STATUS OF PARENTS

No Response	4	0	3	2
Both alive, living together	130	96	192	27
Both alive, separated	3	4	7	1
Both alive, divorced	25	10	10	1
Father not living	9	24	19	2
Mother not living	0	4	7	0
Neither parent living	0	1	2	0

SIBLING LOCATION

	Anglo	Indian	Spanish Speaking	Other
No Response	0	1	2	1
Youngest child	53	27	38	3
Oldest child	44	29	57	5
Neither youngest or oldest	70	77	137	23
Only child	4	5	6	1

EDUCATIONAL BACKGROUND OF PARENTS

Education	Father/Mother			
No Response	7/5	13/15	11/14	2/4
Did not attend school	0	5/4	6/3	0
Attended grades 1-7	11/1	15/14	40/30	2/5
Attended up to 8th grade	10/4	18/18	28/33	2/3
Attended H.S., but did not graduate	18/28	22/27	28/50	5/6
Received H.S. diploma	48/69	21/20	44/59	6/8
Attended vocational school (after H.S. graduation)	9/13	4/6	11/3	3/0
Attended college, but did not graduate	23/18	2/2	9/6	0/1
Received college degree	28/27	3/3	20/8	6/2
Do not know	17/6	36/30	43/34	7/4

PRIMARY MONETARY SUPPORT OF FAMILY

No Response	3	9	10	3
Father	136	67	163	25
Mother	17	24	20	0
Brother or sister	1	14	3	1
Other	4	4	1	0
Insurance, Social Security, etc.	10	21	43	4

RELIGION

No Response	3	8	3	5
Protestant	106	19	7	7
Catholic	23	105	217	18
Jewish	0	0	0	1
Other religion	19	6	10	0
None or Athiest	20	10	3	2

OCCUPATIONAL CATEGORIZATION

	Anglo	Indian	Spanish Speaking	Other
	Aspiration/Expectation			
No Response	3/12	18/29	26/43	5/8
High Professional	17/11	11/6	23/8	2/2
Low Professional	49/44	43/34	67/58	7/3
Glamour	39/14	4/4	31/8	3/2
Managerial, official	18/15	5/5	13/16	2/1
Clerical, sales	5/15	15/21	26/25	5/3
Skilled worker	22/21	20/20	30/31	6/4
Operative	13/12	12/6	12/12	3/2
Laborer	1/8	7/4	9/19	0/3
Housewife	4/19	4/10	3/20	0/5

SOURCES OF HELP IN FORMATION OF JOB ASPIRATION

1. Parents				
No Response	3	2	3	1
No help	12	3	14	4
Little help	25	12	34	2
Some help	59	48	87	10
Very helpful	76	74	102	16
2. Friends				
No Response	1	3	4	2
No help	26	15	30	10
Little help	48	37	68	9
Some help	68	64	94	7
Very helpful	28	20	44	5
3. High School Counselor				
No Response	1	3	3	2
No help	70	29	86	19
Little help	42	45	59	5
Some help	39	37	63	4
Very helpful	19	25	29	3
4. Teachers				
No Response	1	2	3	1
No help	48	22	57	14
Little help	48	24	61	3
Some help	49	52	90	10
Very helpful	25	39	29	5
5. Relatives-Not Parents				
No Response	1	2	2	1
No help	43	21	47	10
Little help	46	30	66	7
Some help	52	59	83	11
Very helpful	29	27	41	4

SOURCES OF HELP IN FORMATION OF JOB ASPIRATION	Anglo	Indian	Spanish Speaking	Other
6. Movies or Television				
No Response	1	3	6	1
No help	63	49	62	11
Little help	54	35	71	8
Some help	43	36	72	8
Very helpful	10	16	29	5
7. Occupational Handbooks				
No Response	1	3	3	1
No help	61	18	57	7
Little help	41	34	60	10
Some help	41	49	86	11
Very helpful	27	35	34	4
8. Personal Job Experience				
No Response	1	3	3	1
No help	52	25	69	10
Little help	28	25	47	6
Some help	34	52	61	8
Very helpful	56	34	60	8
9. School Principal				
No Response	2	2	4	1
No help	137	86	172	24
Little help	19	22	36	5
Some help	12	19	19	2
Very helpful	1	10	9	1
DATING AND MARITAL STATUS				
No Response	9	10	12	5
Married	2	3	2	0
Engaged	7	1	9	0
Going steady	31	25	46	6
Date often-not going steady	67	57	90	16
Date seldom or never	55	43	81	6
DO YOU WANT TO GET MARRIED SOMEDAY?				
No Response	2	4	6	4
Yes	150	104	208	24
No	17	29	24	5
Already married	2	2	2	0

MAIN MONEY EARNER'S OCCUPATION

	Anglo	Indian	Spanish Speaking	Other
No Response	5	31	49	10
Professional & related fields	29	13	19	4
Managerial, official, owner	32	9	23	4
Farmer/rancher (owner)	15	1	2	3
Clerical & sales	18	5	6	0
Skilled trade	40	37	44	3
Operatives	13	10	28	6
Unskilled (laborer/domestic)	9	25	45	2
Unemployed	10	8	24	1

INTENSITY OF 7 COMPARED GOALS

NOTE: The numbers 1-7 rank importance; number 1 most important; number 7 least important.

Leisure				
No Response	2	2	4	2
1	11	15	24	2
2	9	16	12	1
3	15	9	19	5
4	18	11	25	3
5	20	13	21	7
6	34	35	69	8
7	62	38	66	5
Education				
No Response	1	2	6	2
1	63	89	103	14
2	24	11	34	5
3	19	14	27	1
4	19	7	16	4
5	11	8	16	1
6	19	4	18	4
7	15	4	20	2
Income				
No Response	1	2	6	2
1	8	8	22	4
2	22	29	44	6
3	48	56	81	7
4	33	26	30	4
5	25	10	34	5
6	19	4	8	4
7	15	4	15	1
Occupation				
No Response	1	2	5	2
1	47	10	55	6
2	62	66	101	14
3	29	30	34	5
4	16	16	23	2
5	11	10	8	4
6	5	4	12	0
7	0	1	2	0

INTENSITY OF 7 COMPARED GOALS

NOTE: The numbers 1-7 rank importance; number 1 most important; number 7 least important.

	Anglo	Indian	Spanish Speaking	Other
Residence				
No Response	1	2	6	2
1	11	5	6	4
2	22	8	18	2
3	33	13	26	6
4	45	42	77	8
5	31	43	73	7
6	22	19	30	2
7	6	7	4	2
Material				
No Response	1	3	5	2
1	13	7	16	0
2	14	4	14	2
3	14	8	33	6
4	18	26	39	6
5	48	41	59	7
6	45	38	52	7
7	18	12	22	3
Family				
No Response	1	3	6	2
1	17	4	10	1
2	18	1	12	1
3	13	7	15	1
4	19	10	25	4
5	23	12	24	0
6	26	33	45	6
7	54	69	103	18

STATEMENTS CONCERNING MILITARY SERVICE

1. Every American male should want to serve in the military.				
No Response	1	3	2	4
Agree	30	45	64	5
Disagree	140	91	174	24
2. Every able-bodied American male should enlist if the country is fighting a war.				
No Response	1	3	2	4
Agree	85	58	100	14
Disagree	85	78	138	15
3. One should not complain if he is drafted.				
No Response	2	6	5	3
Agree	103	79	123	21
Disagree	66	54	112	9

STATEMENTS CONCERNING MILITARY SERVICE	Anglo	Indian	Spanish Speaking	Other
4. One can do more for his country by doing something else.				
No Response	8	5	2	5
Agree	87	77	150	18
Disagree	76	57	88	10
5. Anyone who enlists in the military is foolish.				
No Response	1	7	3	3
Agree	7	15	19	2
Disagree	163	117	218	28
TYPE OF SCHOOL PROGRAM				
No Response	11	22	17	4
General	87	82	122	18
Academic or college prep	38	16	53	5
Vocational	26	15	38	6
Other	9	4	10	0
NUMBER OF CHILDREN				
Children Wanted/Expected				
No Response	25/37	42/44	40/54	8/9
None	14/10	1/2	8/7	3/4
1	6/6	12/7	10/12	0/0
2	85/77	41/33	97/87	12/8
3	19/21	12/1	33/31	5/5
4	15/8	15/2	38/26	4/2
5	2/5	7/4	7/8	1/2
6	3/6	6/4	2/4	0/1
7	1/0	1/1	0/2	0/0
8 or more	1/1	2/1	5/9	0/2
MARRIAGE				
No Response	23/35	36/40	33/45	7/8
Never	1/1	1/0	0/0	1/2
Already	2/2	2/2	2/2	0/0
16	1/1	0/0	1/1	0/0
17	1/2	0/0	2/3	0/0
18	9/9	1/1	9/14	1/1
19	11/13	0/5	7/19	0/1
20	19/27	10/6	22/21	5/2
21	14/8	18/19	29/26	1/1
22	16/5	7/9	26/22	2/3
23	7/7	7/8	23/22	2/1
24	10/7	17/13	12/16	3/1
25	32/23	23/19	45/28	6/4
26	9/5	3/5	9/9	2/2
27	2/1	2/3	6/3	0/0
28	4/5	3/4	2/2	1/4
29	2/1	1/0	3/2	0/0
30	5/8	8/2	5/2	2/3

MARRIAGE

continued	Anglo	Indian	Spanish Speaking	Other
31	0/0	0/0	1/0	0
32	0/0	0/1	0/0	0
35	2/0	0/0	1/1	0
36	0/0	0/0	1/6	0
40	0/0	0/0	1/0	0
45	0/0	0/0	1/0	0
52	1/0	0/0	0/0	0
53	0/0	0/0	0/1	0
56	0/0	0/0	0/1	0
58	0/1	0/0	0/0	0

Categorization of Respondents By Sex

Total Number of Males=273
Total Number of Females=311

Age	Male	Female
AGE		
No Response	1	3
14	11	16
15	82	96
16	46	47
17	95	96
18	32	47
19	4	6
20 or more	2	0
GRADE		
No Response	0	0
Sophomores	151	122
Seniors	154	157
RESIDENCE		
Place of Residence		
No Response	4	9
City, over 2,500	48	55
Town, under 2,500	129	177
Country, not farm	65	55
Farm	27	15
ETHNICITY		
No Response	1	0
Anglo	88	82
Negro	1	1
Oriental	1	1
Indian	56	82
Mexican American	109	131
Other	17	14

TRIBAL SELF-INDENTIFICATION

	Male	Female
No response	236	252
San Felipe Pueblo	1	8
Jemez Pueblo	12	14
Santa Ana Pueblo	0	3
Santa Domingo Pueblo	2	2
Cochiti Pueblo	0	0
Laguna Pueblo	6	7
Acoma Pueblo	2	6
Zia Pueblo	5	7
Sandia Pueblo	1	1
Navajo	5	8
Mescalero Apache	3	3

OCCUPATION

Occupation	Aspiration/Expect *		Aspiration/Expect *	
No response	30	24	23	39
Farm/Ranch Owner/ Manager	14	10	0	0
Farm/Ranch laborer/worker	1	2	0	0
Laborer (maid, janitor, etc.)	7	13	12	21
Skilled Trade	51	55	25	19
Machine Operator	20	15	4	4
Owner/Manager of business/ Government office	22	24	3	3
Sales Work	1	6	5	11
Clerical Work	1	0	45	48
Enlisted Man	5	5	9	8
Officer	1	1	0	1
Professional (Dr., lawyer), (over 4 yrs college)	27	17	27	10
Teacher	48	42	88	68
Draftsman	10	15	17	11
Entertainer or Professional Sports	35	14	42	14
Housewife	0	0	11	54

CERTAINTY OF OCCUPATIONAL EXPECTATION

No Response	20	17
Very Certain	40	36
Certain	81	79
Not Very Certain	92	136
Uncertain	26	34
Very Uncertain	14	9

*Expectation

EDUCATION	Male		Female	
	Aspiration/Expectation		Aspiration/Expectation	
No Response	4	3	1	1
Quit School Now	13	8	2	1
Complete High School	67	76	63	83
Complete Tech Program (after H.S. graduation)	43	43	55	54
Complete Jr. College	23	33	36	40
Graduate from College or University	78	88	109	106
Complete Additional Graduate Studies	45	22	45	26

CERTAINTY OF EDUCATIONAL EXPECTATION	
No Response	3
Very Certain	72
Certain	125
Not Very Certain	58
Uncertain	11
Very Uncertain	4

MILITARY DESIRE	
No Response	2
Yes	54
Not Sure	115
No	102

MILITARY EXPECTATION	
No Response	21
Quit H.S. and Enlist	1
Enlist Just After H.S.	60
College and Officers' Training	44
Enlist in Reserves or National Guard	30
Not Eligible	21
Get out of Serving	96
I am a Girl-I Do Not Plan To Enlist	0

	4
	0
	50
	23
	1
	2
	11
	221

CERTAINTY OF MILITARY EXPECTATION	Male	Female
No Response	14	6
Very Certain	66	145
Certain	62	52
Not Very Certain	84	72
Uncertain	25	22
Very Uncertain	22	14

RESIDENCE	Aspiration/Expect*		Aspiration/Expect*	
No Response	16	19	8	6
In a City				
Large	16	26	34	45
Small	41	46	58	75
Near a City				
Town or Village	35	49	84	93
Country, not on a farm	61	52	55	39
Farm	17	9	27	16
Not Near a City				
Town or Village	29	28	18	22
Country, not on a farm	43	32	18	11
Farm	15	12	9	4

CERTAINTY OF RESIDENCE EXPECTATION		
No Response	9	3
Very Certain	53	50
Certain	113	110
Not Very Certain	83	122
Uncertain	14	23
Very Uncertain	1	3

MARITAL STATUS OF PARENTS		
No Response	8	2
Both Alive, living together	198	247
Both Alive, separated	8	9
Both Alive, divorced	26	20
Father not living	27	26
Mother not living	4	6
Neither parent living	2	1

SIBLING LOCATION		
No Response	2	2
Youngest Child	59	61
Oldest Child	61	74
Neither youngest or oldest	142	165
Only child	9	9

*Expectation

EDUCATIONAL BACKGROUND OF PARENTS

	Male		Female	
Education	Father	Mother	Father	Mother
No Response	25	32	9	9
Did not attend school	6	3	5	4
Attended grades 1-7	23	23	45	28
Attended up to 8th grade	28	15	31	43
Attended H.S., but did not graduate	30	49	43	62
Received H.S. diploma	55	81	65	75
Attended vocational school (after H.S. graduation)	14	9	13	13
Attended college, but did not graduate	22	13	11	13
Received college degree	30	21	27	19
Do not know	40	27	62	45

PRIMARY MONETARY SUPPORT OF FAMILY

No Response	14	11
Father	187	205
Mother	28	32
Brother of Sister	8	11
Other	6	4
Insurance, Social Security, etc.	30	48

RELIGION

No Response	10	8
Protestant	68	63
Catholic	161	202
Jewish	2	1
Other Religion	9	26
None or Athiest	23	11

OCCUPATIONAL CATEGORIZATION

	Aspiration/Expect*		Aspiration/Expect*	
No Response	30	54	23	39
High Professional	27	17	26	10
Low Professional	59	58	107	81
Glamour	35	14	42	14
Managerial, Official	36	34	3	3
Clerical, Sales	2	6	49	58
Skilled worker	51	55	[illegible]	20
Operative	25	20	14	12
Laborer	8	15	10	20
Housewife	0	0	11	54

*Expectation

SOURCES OF HELP IN FORMATION OF JOB ASPIRATION

	Male	Female
1. Parents		
No Response	6	3
No help	15	20
Little help	29	39
Some help	96	109
Very helpful	127	140
2. Friends		
No Response	6	3
No help	43	38
Little Help	86	78
Some help	98	135
Very helpful	40	57
3. High School Counselor		
No Response	6	2
No help	105	100
Little help	60	90
Some help	66	78
Very helpful	36	41
4. Teachers		
No Response	7	0
No help	79	62
Little help	60	78
Some help	91	109
Very helpful	36	62
5. Relatives-Not Parents		
No Response	7	1
No help	50	72
Little help	76	74
Some help	99	105
Very helpful	41	59
6. Movies or Television		
No Response	9	2
No help	95	92
Little help	80	88
Some help	65	94
Very helpful	24	35
7. Occupational Handbooks		
No Response	5	3
No help	80	64
Little help	67	76
Some help	79	110
Very helpful	42	58

SOURCES OF HELP IN FORMATION OF JOB ASPIRATION

	Male	Female
8. Personal Job Experience		
No Response	7	1
No help	71	85
Little help	44	62
Some help	75	80
Very helpful	76	83
9. School Principal		
No Response	8	1
No help	196	223
Little help	32	51
Some help	28	24
Very helpful	9	12

MAIN MONEY EARNER'S OCCUPATION

No Response	46	48
Professional & Related fields	30	34
Managerial, official, owner	32	36
Farmer/rancher (owner)	13	8
Clerical and sales	17	13
Skilled trade	55	69
Operatives	33	26
Unskilled (laborer/domestic)	32	49
Unemployed	15	28

INTENSITY OF 7 COMPARED GOALS

NOTE: The number 1-7 rank importance; number 1 most important; number 7 least important.

Leisure,		
No Response	8	4
1	21	31
2	15	23
3	21	26
4	25	31
5	34	27
6	68	79
7	81	90
Education,		
No Response	9	3
1	95	173
2	29	46
3	30	31
4	24	22
5	25	11
6	33	12
7 continued:	28	13

INTENSITY OF 7 COMPARED GOALS

	Male	Female
Income,		
No Response	9	4
1	29	12
2	57	43
3	74	119
4	42	50
5	35	40
6	14	21
7	13	22
Occupation,		
No Response	8	4
1	69	49
2	99	143
3	46	52
4	26	32
5	15	17
6	9	12
7	1	2
Residence,		
No Response	9	4
1	15	11
2	27	23
3	36	42
4	82	90
5	60	93
6	32	41
7	12	7
Material,		
No Response	9	4
1	25	13
2	18	16
3	35	25
4	43	46
5	72	83
6	54	86
7	17	38
Family,		
No Response	10	4
1	11	21
2	18	14
3	24	12
4	22	36
5	22	37
6	54	56
7	112	131

STATEMENTS CONCERNING MILITARY SERVICE

	Male	Female
1. Every American male should want to serve in the military.		
No Response	10	1
Agree	79	64
Disagree	184	246
2. Every able-bodied American male should enlist if the country is fighting a war.		
No Response	10	1
Agree	135	123
Disagree	128	187
3. One should not complain if he is drafted.		
No Response	9	8
Agree	155	171
Disagree	109	132
4. One can do more for his country by doing something else.		
No Response	16	5
Agree	146	186
Disagree	111	120
5. Anyone who enlists in the military is foolish.		
No Response	12	3
Agree	26	18
Disagree	235	290

TYPE OF SCHOOL PROGRAM

No Response	33	22
General	135	174
Academic or college prep	62	51
Vocational	36	49
Other	7	15

DATING AND MARITAL STATUS

No Response	25	10
Married	5	3
Engaged	2	16
Going Steady	41	67
Date often-not going steady	114	115
Date seldom or never	86	100

DO YOU WANT TO GET MARRIED SOMEDAY?

No Response	12	4
Yes	206	282
No	52	22
Already married	3	3

AGE FOR MARRIAGE

	Desired Age	Expected Age		Desired Age	Expected Age
	Male			Female	
No Response	67	82	No Response	34	46
Never	2	3	Never	0	0
Married	3	3	Married	3	3
16	1	0	16	1	2
17	0	1	17	3	4
18	5	10	18	15	15
19	5	16	19	13	23
20	20	20	20	36	37
21	20	18	21	42	36
22	18	15	22	34	34
23	13	15	23	25	22
24	18	16	24	23	21
25	56	35	25	50	38
26	13	10	26	10	11
27	6	3	27	4	4
28	5	10	28	5	5
29	3	2	29	3	1
30	13	10	30	7	5
31	0	1	31	0	1
32	0	0	32	0	1
35	2	0	35	1	1
36	1	1	36	1	0
40	1	0	45	1	0
52	1	0	53	0	1
56	0	1			
68	0	1			

NUMBER OF CHILDREN

Children	Wanted	Expected		Wanted	Expected
No Response	75	87	No Response	40	57
None	8	8	None	18	15
1	14	11	1	13	14
2	107	90	2	129	116
3	22	26	3	47	45
4	24	24	4	48	40
5	9	9	5	8	11
6	6	9	6	5	6
7	2	2	7	0	1
8 or more	6	7	8 or more	3	6

Categorization of Respondents by Grade Level

Total Number of Sophomores: 307
Total Number of Seniors: 280

Age	Sophomores	Seniors
AGE		
No Response	2	2
14	27	0
15	179	0
16	79	15
17	18	174
18	1	78
19	0	10
20 or more	1	1
SEX		
No Response	2	1
Males	151	122
Females	154	157
RESIDENCE		
Place of Residence		
No Response	10	4
City, over 2,500	54	49
Town, under 2,500	155	152
Country, not farm	62	59
Farm	26	16
ETHNICITY		
No Response	5	2
Anglo	79	92
Negro	2	0
Oriental	0	2
Indian	76	63
Mexican American	131	109
Other	14	12

TRIBAL SELF-IDENTIFICATION

	Sophomores	Seniors
No Response	257	234
San Felipe Pueblo	6	3
Jemez Pueblo	15	11
Santa Ana Pueblo	3	0
Santa Domingo Pueblo	0	4
Cochiti Pueblo	0	0
Laguna Pueblo	7	6
Acoma Pueblo	3	5
Zia Pueblo	6	6
Sandia Pueblo	0	2
Navajo	5	8
Mescalero Apache	5	1

OCCUPATION

Occupation	Aspiration	Expectation	Aspiration	Expectation
No Response	34	59	19	34
Farm/Ranch Owner/Manager	8	3	6	7
Farm/Ranch laborer/worker	1	2	0	0
Laborer (maid, janitor, etc.)	12	20	7	14
Skilled Trade	43	38	34	37
Machine Operator	17	15	8	5
Owner/Manager of business/ government office	12	14	13	13
Sales work	3	9	3	8
Clerical work	26	22	20	26
Enlisted man	9	7	5	6
Officer	1	2	0	0
Professional (Dr., lawyer) (over 4 yrs. college)	30	19	25	9
Teacher	51	43	85	67
Draftsman	7	9	20	17
Entertainer of professional sports	45	18	32	10
Housewife	8	27	3	27

CERTAINTY OF OCCUPATIONAL EXPECTATION

No Response	21	16
Very Certain	42	34
Certain	75	86
Not Very Certain	118	112
Uncertain	39	21
Very Uncertain	12	11

EDUCATION

	Sophomores		Seniors	
	Pref/Expectation		Pref/Expectation	
No Response	3	2	2	2
Quit School Now	14	9	1	0
Complete High School	77	94	55	67
Complete Tech Program (after H.S. graduation)	51	52	48	46
Complete Jr. College	37	37	22	36
Graduate from College or University	84	89	103	105
Complete Additional Graduate Studies	41	24	49	24

CERTAINTY OF EDUCATIONAL EXPECTATION

No Response	2	1
Very Certain	76	69
Certain	135	139
Not Very Certain	72	62
Uncertain	16	8
Very Uncertain	6	1

MILITARY DESIRE

No Response	5	1
Yes	61	34
Not Sure	129	84
No	112	161

MILITARY EXPECTATION

No Response	11	12
Quit H.S. and enlist	1	0
Enlist just after H.S.	74	36
College and Officers' training	50	17
Enlist in Reserves or National Guard	10	21
Not eligible	12	12
Get out of serving	53	56
I am a girl-I do not plan to enlist	96	126

CERTAINTY OF MILITARY EXPECTATION	Sophomores	Seniors
No Response	12	8
Very Certain	86	127
Certain	69	45
Not Very Certain	95	61
Uncertain	29	19
Very Uncertain	16	20

RESIDENCE	Aspiration	Expectation	Aspiration	Expectation
No Response	15	16	9	9
In A City				
Large	29	34	21	37
Small	58	68	43	55
Near A City				
Town or Village	54	66	66	77
Country, not on a farm	64	52	52	39
Farm	23	16	21	9
Not Near A City				
Town or Village	15	15	32	35
Country, not on a farm	34	27	27	16
Farm	15	13	9	3

CERTAINTY OF RESIDENCE EXPECTATION		
No Response	10	2
Very Certain	57	46
Certain	98	126
Not Very Certain	117	90
Uncertain	24	13
Very Certain	1	3

MARITAL STATUS OF PARENTS		
No Response	5	5
Both alive, living together	226	220
Both alive, separated	12	5
Both alive, divorced	24	22
Father not living	32	22
Mother not living	7	4
Neither parent living	1	2

SIBLING LOCATION

	Sophomores	Seniors
No Response	3	1
Youngest child	66	55
Oldest child	65	70
Neither youngest or oldest	165	144
Only child	8	10

EDUCATIONAL BACKGROUND OF PARENTS

Education	Father	Mother	Father	Mother
No Response	24	31	10	10
Did not attend school	6	1	5	6
Attended grades 1-7	29	25	39	26
Attended up to 8th grade	28	30	31	28
Attended H.S., but did not graduate	39	51	34	60
Received H.S. diploma	63	82	57	74
Attended Vocational school (after H.S. graduation)	15	10	12	12
Attended college, but did not graduate	13	15	21	12
Received college degree	30	19	27	21
Do not know	60	43	44	31

PRIMARY MONETARY SUPPORT OF FAMILY

No Response	15	10
Father	207	186
Mother	33	29
Brother or sister	11	8
Other	6	4
Insurance, Social Security, etc.	35	43

MAIN MONEY EARNER'S OCCUPATION

No Response	60	36
Professional & related fields	30	35
Managerial, official, owner	39	29
Farmer/ rancher (owner)	14	7
Clerical and sales	10	20
Skilled trade	62	62
Operatives	31	28
Unskilled (laborer/domestic)	43	38
Unemployed	18	25

INTENSITY OF 7 COMPARED GOALS

NOTE: The numbers 1-7 rank importance; number 1 most important; number 7 least important.

	Sophomores	Seniors
Leisure		
No Response	9	3
1	38	14
2	20	19
3	21	27
4	23	34
5	34	27
6	79	68
7	83	88
Education		
No Response	9	3
1	134	136
2	38	37
3	34	27
4	19	27
5	20	16
6	27	18
7	26	16
Income		
No Response	9	4
1	29	13
2	53	48
3	97	96
4	50	43
5	43	32
6	12	23
7	14	21
Occupation		
No Response	8	4
1	50	68
2	124	119
3	60	39
4	35	23
5	17	16
6	11	10
7	2	1
Residence		
No Response	9	4
1	15	11
2	24	26
3	40	38
4	95	78
5	73	82
6	38	35
7	13	6

INTENSITY OF 7 COMPARED GOALS

	Sophomores	Seniors
Material		
No Response	9	4
1	19	19
2	21	13
3	28	33
4	49	40
5	76	79
6	75	67
7	30	25
Family		
No Response	10	4
1	15	17
2	18	14
3	20	16
4	27	31
5	33	26
6	56	55
7	128	117

STATEMENTS CONCERNING MILITARY SERVICE

1.	Every American male should want to serve in the military.		
	No Response	9	2
	Agree	84	61
	Disagree	214	217
2.	Every able-bodied American male should enlist if the country is fighting a war.		
	No Response	9	2
	Agree	137	123
	Disagree	161	155
3.	One should not complain if he is drafted.		
	No Response	13	4
	Agree	164	163
	Disagree	130	113
4.	One can do more for his country by doing something else.		
	No Response	15	6
	Agree	160	174
	Disagree	132	100
5.	Anyone who enlists in the military is foolish.		
	No Response	10	5
	Agree	21	23
	Disagree	276	252

TYPE OF SCHOOL PROGRAM

	Sophomores	Seniors
No Response	35	20
General	183	127
Academic or college prep	40	73
Vocational	33	53
Other	16	7

RELIGION

No Response	15	4
Protestant	60	71
Catholic	199	165
Jewish	3	0
Other religion	15	20
None or Athiest	15	20

OCCUPATIONAL CATEGORIZATION

	Aspiration	Expectation	Aspiration	Expectation
No Response	34	59	19	34
High professional	30	19	24	9
Low professional	60	55	106	84
Glamour	45	18	32	10
Managerial, official	20	17	19	20
Clerical, sales	28	30	23	34
Skilled worker	44	39	34	37
Operative	26	22	14	11
Laborer	12	21	6	14
Housewife	8	27	3	27

SOURCES OF HELP IN FORMATION OF JOB ASPIRATION

1. Parents		
No Response	5	4
No help	20	15
Little help	38	31
Some help	107	98
Very helpful	137	132
2. Friends		
No Response	7	3
No help	53	28
Little help	89	75
Some help	109	126
Very helpful	49	48

SOURCES OF HELP IN FORMATION OF JOB ASPIRATION

	Sophomores	Seniors
3. High School Counselor		
No Response	6	3
No help	139	66
Little help	76	75
Some help	61	83
Very helpful	25	53
4. Teachers		
No Response	4	3
No help	87	55
Little help	67	71
Some help	106	96
Very helpful	43	55
5. Relatives-Not Parents		
No Response	5	3
No help	58	64
Little help	82	68
Some help	105	101
Very helpful	57	44
6. Movies or Television		
No Response	5	6
No help	93	94
Little help	79	90
Some help	91	68
Very helpful	39	22
7. Occupational Handbooks		
No Response	6	2
No help	88	56
Little help	73	72
Some help	78	102
Very helpful	51	48
8. Personal Job Experiences		
No Response	4	4
No help	91	65
Little help	55	51
Some help	83	75
Very helpful	74	85
9. School Principal		
No Response	5	4
No help	218	203
Little help	41	42
Some help	28	25
Very helpful	15	6

DATING AND MARITAL STATUS

	Sophomores	Seniors
No Response	24	12
Married	5	3
Engaged	8	10
Going Steady	50	58
Date often-not going steady	116	115
Date seldom or never	104	82

DO YOU WANT TO GET MARRIED SOMEDAY?

No Response	9	7
Yes	240	250
No	55	20
Already married	3	3

AGE FOR MARRIAGE

	Desired Age	Expected Age		Desired Age	Expected Age
	Sophomores			Seniors	
No Response	63	79	No Response	38	50
Never	3	3	Never	0	0
Already Married	3	3	Already Married	3	3
16	2	2			
17	1	4	17	2	1
18	11	18	18	9	7
19	9	10	19	9	19
20	26	26	20	30	31
21	40	28	21	22	26
22	23	22	22	29	27
23	22	20	23	17	18
24	23	19	24	19	18
25	47	50	25	29	41
26	8	7	26	15	14
27	4	4	27	6	3
28	4	6	28	6	9
29	4	2	29	2	1
30	9	6	30	11	9
31	0	1	31	0	1
32	0	0	32	0	1
35	2	0	35	1	1
36	2	1	36	0	0
40	0	0	40	1	0
45	0	0	45	1	0
52	1	0			
53	0	1			
56	0	1			
68	0	1			

NUMBER OF CHILDREN

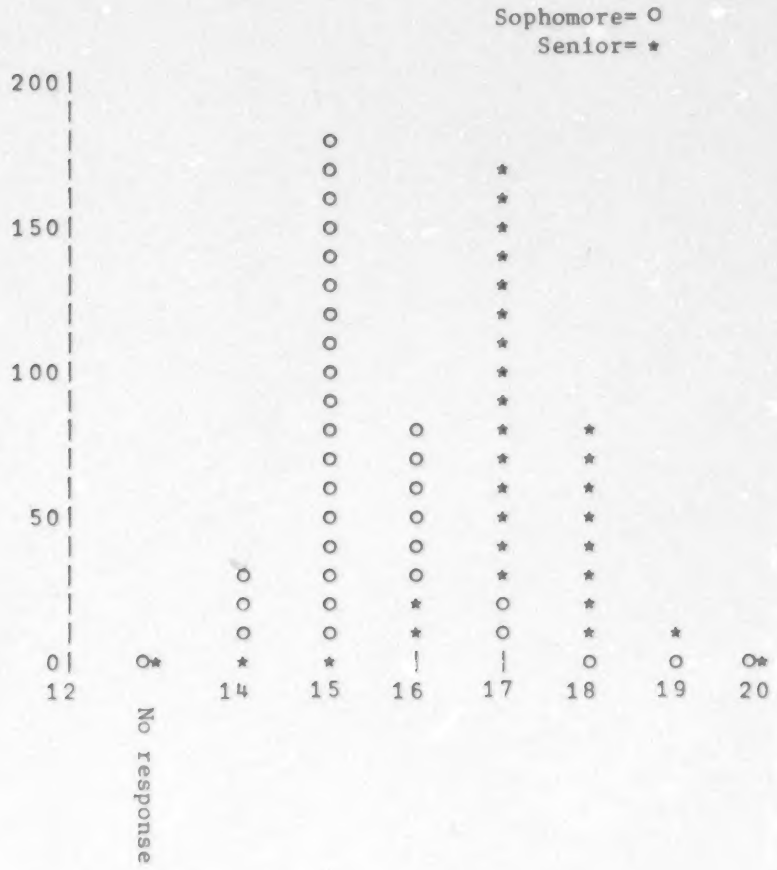
Children Wanted/Expected			Children Wanted/Expected		
Sophomores			Seniors		
No Response	68	80	No Response	48	65
None	8	12	None	18	11
1	18	17	1	10	9
2	111	87	2	125	119
3	38	39	3	31	32
4	42	38	4	31	27
5	8	11	5	9	9
6	6	9	6	5	6
7	0	3	7	2	0
8 or more	8	11	8 or more	1	2

APPENDIX D

GRAPHS FOR SELECTED VARIABLES

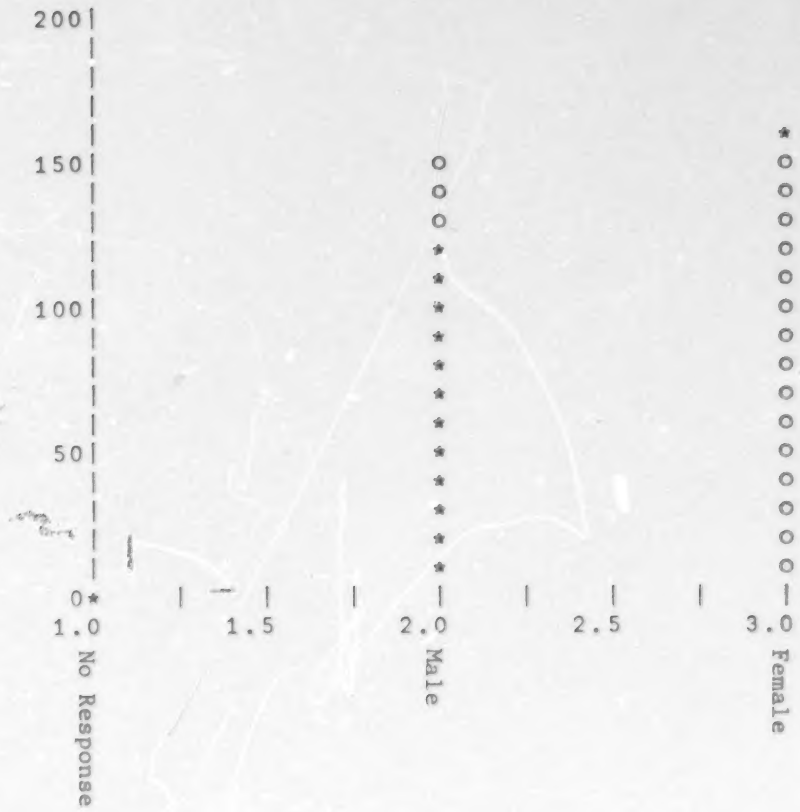
GRADE LEVEL
SEX
ETHNICITY

Sophomore/Senior Age

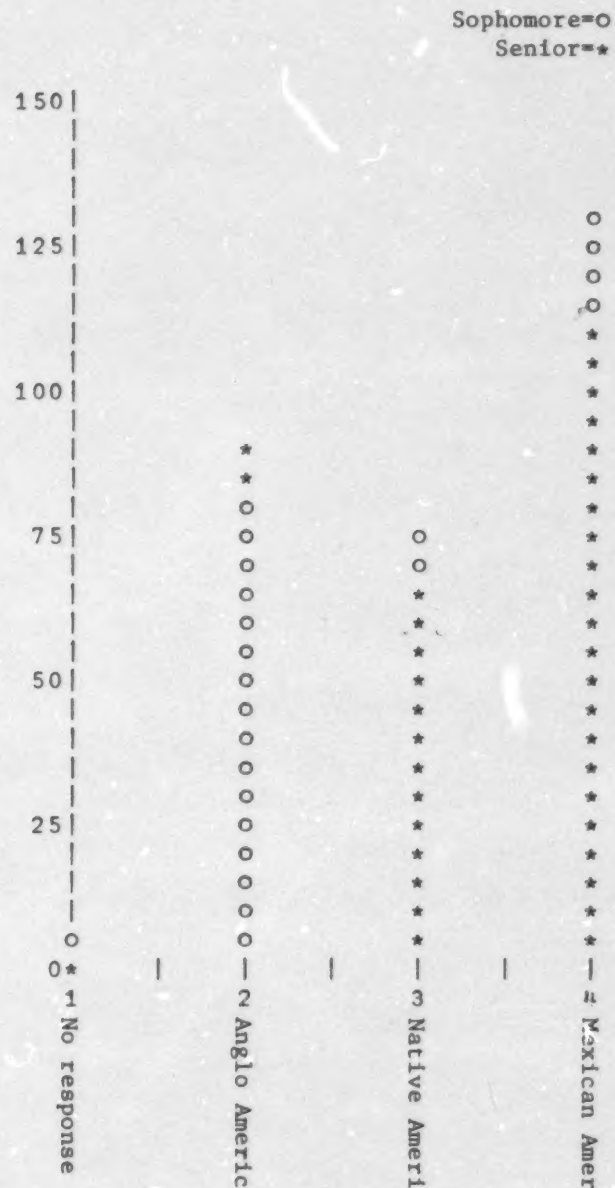


Senior/Sophomore Sex

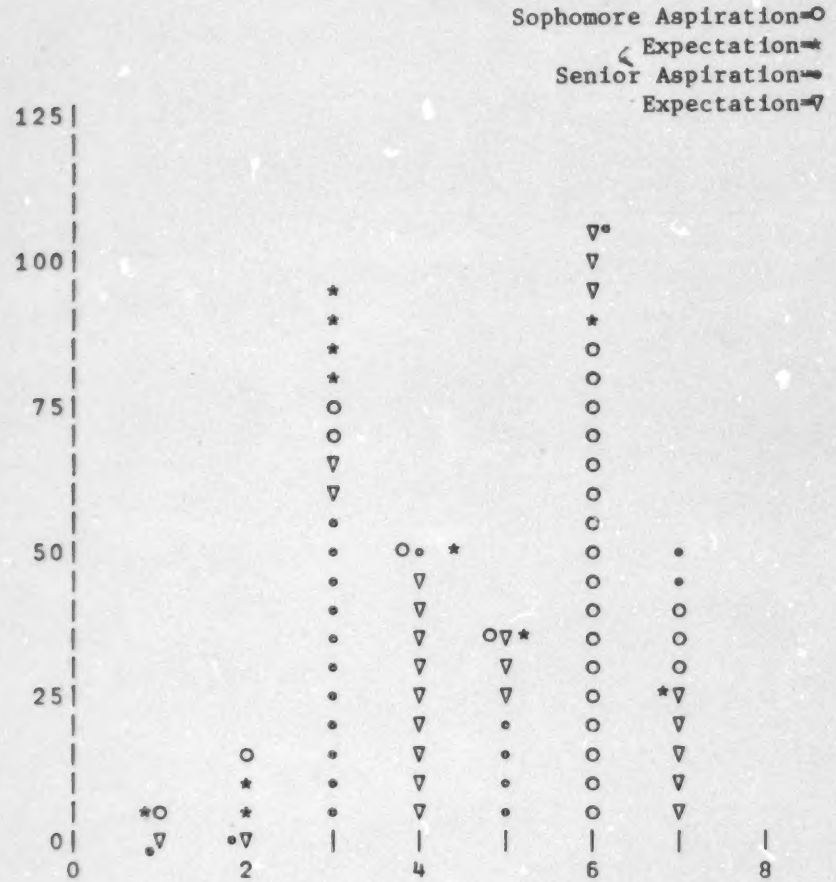
Sophomore=O
Senior=*



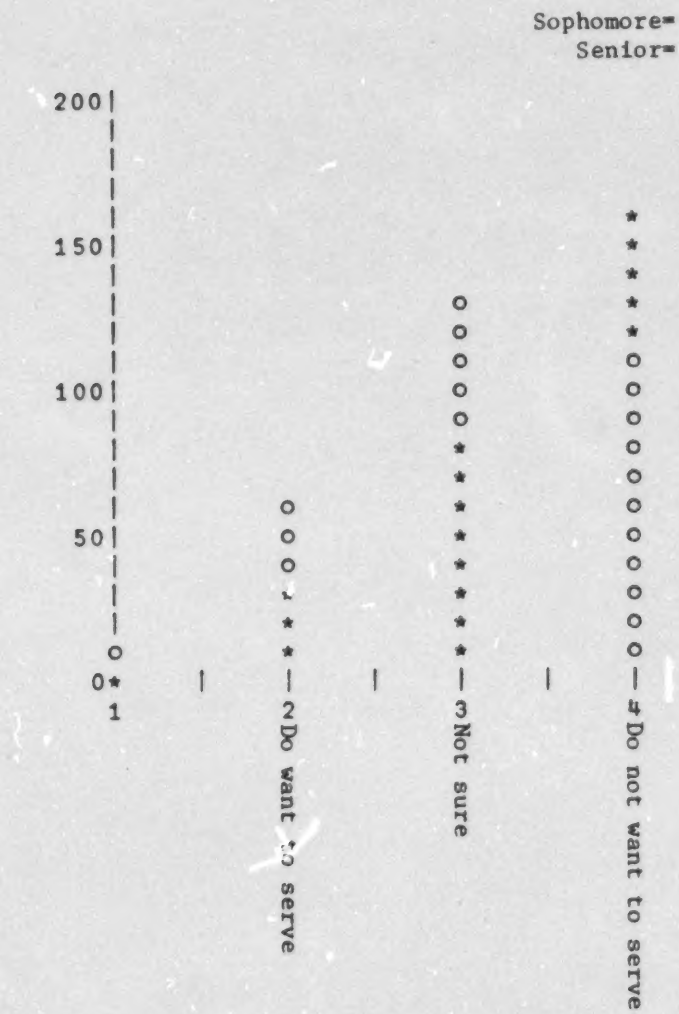
Sophomore/Senior Ethnicity



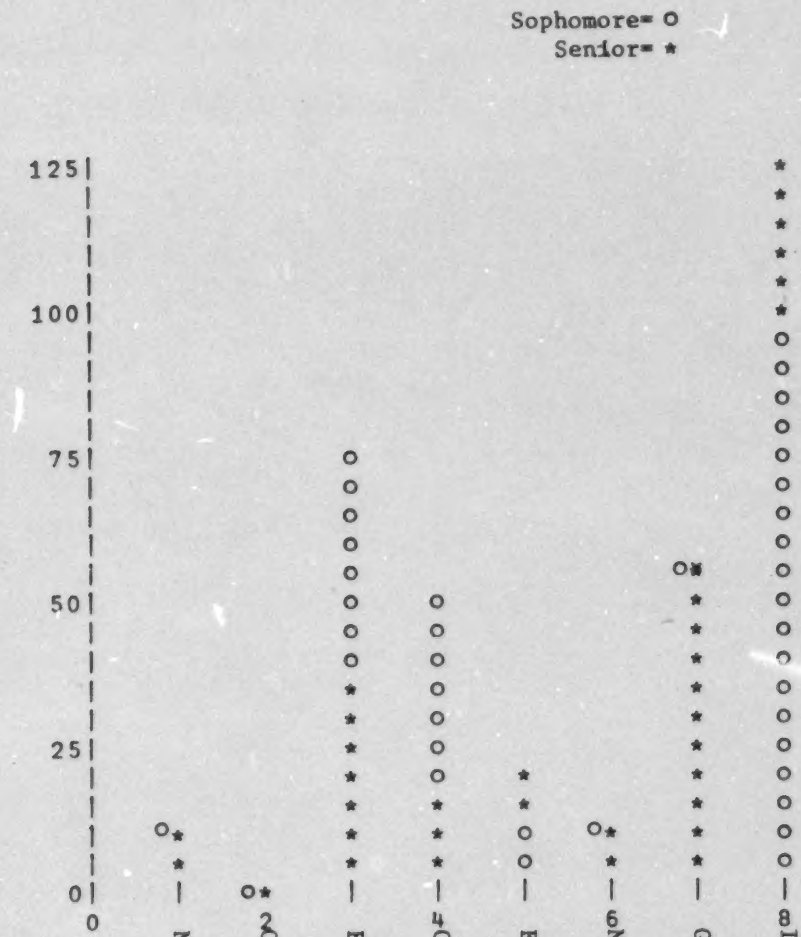
Sophomore/Senior Educational Aspiration and Expectation

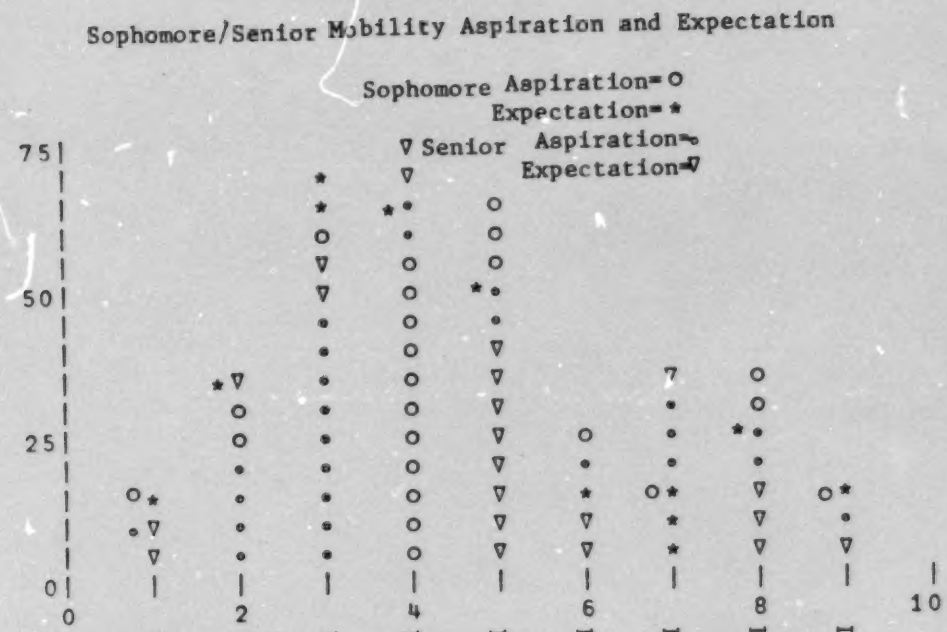


Sophomore/Senior Military Desire

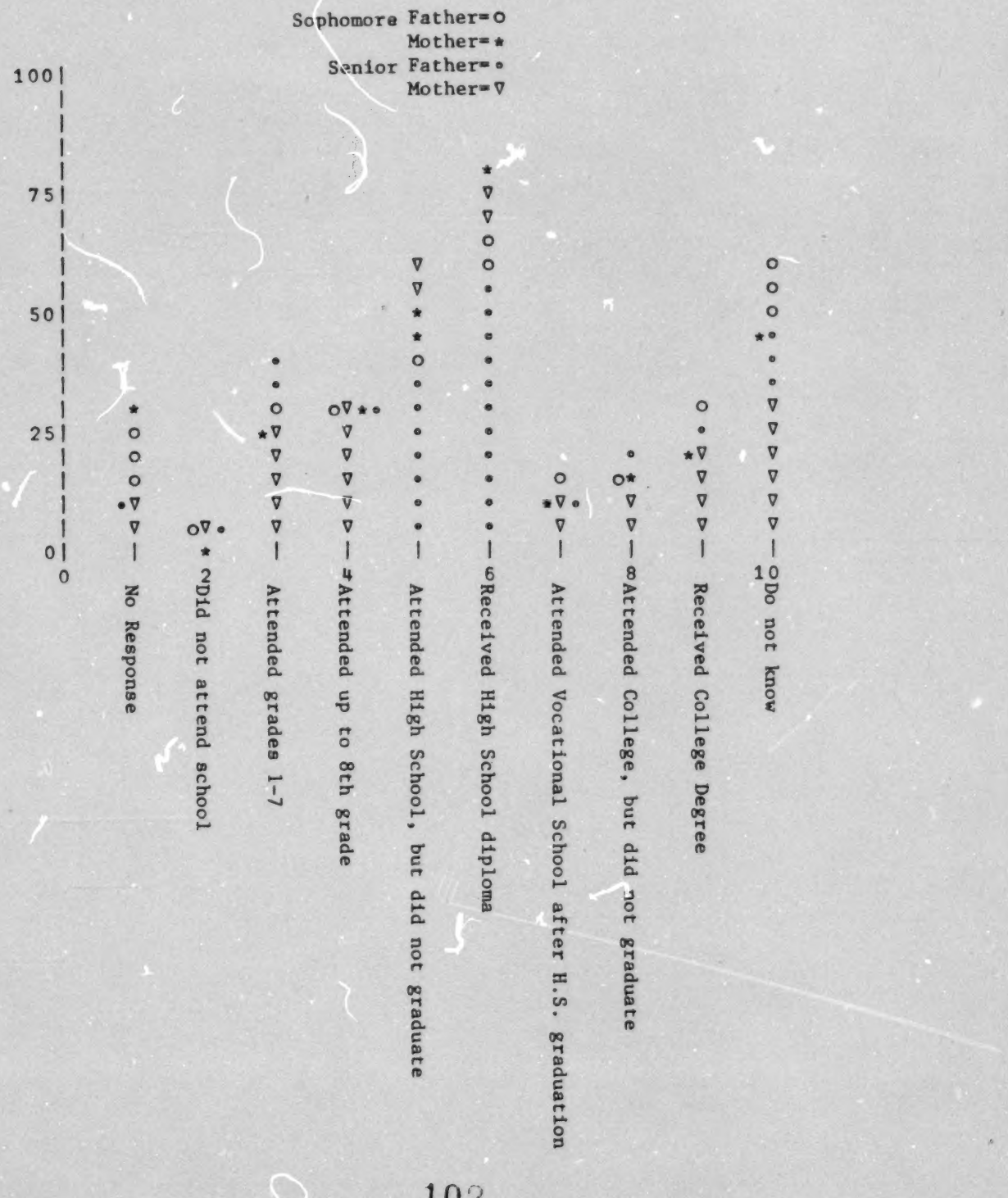


Sophomore/Senior Military Expectation

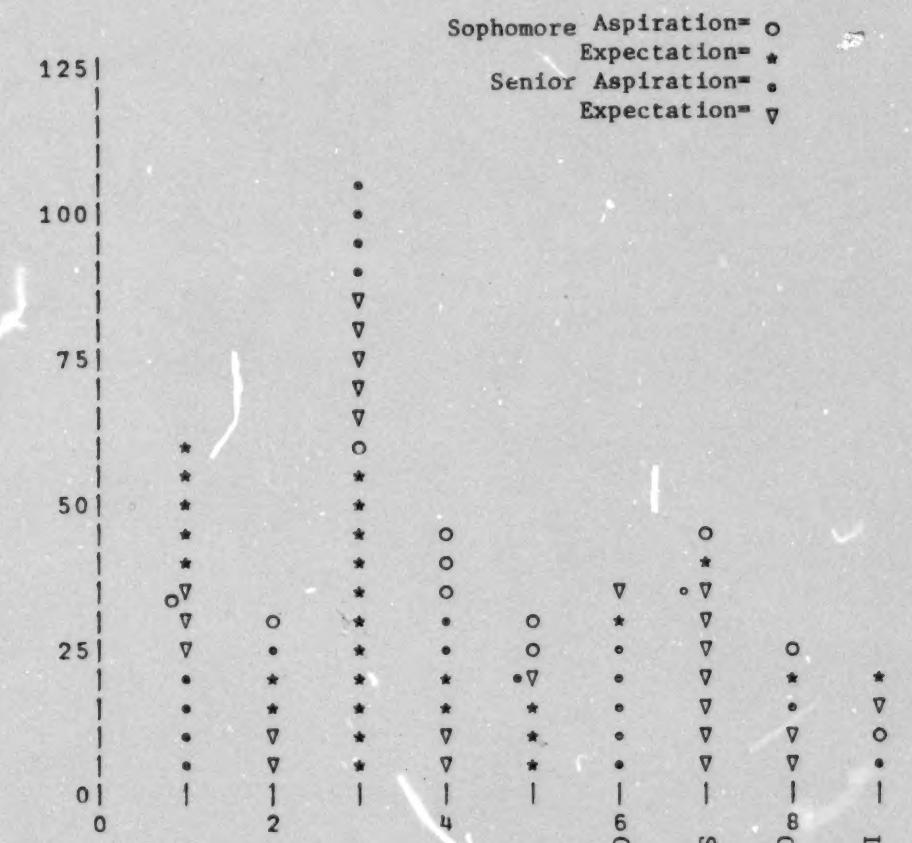



Sophomore/Senior Mobility Aspiration and Expectation
Sophomore Aspiration= O
Expectation= *
Senior Aspiration= ▽
Expectation= ▽
75
50
25
0
0
10
Live on a farm, not near a metropolitan area
Live in the country, not near a metropolitan area
Live in a town or village, not near a metropolitan area
Live on a farm, near a metropolitan area
Live in the country, near a metropolitan area
Live in a town or village, near a metropolitan area
Live in a small city
Live in a Large city
No Response

Sophomore/Senior Educational Background of Parents

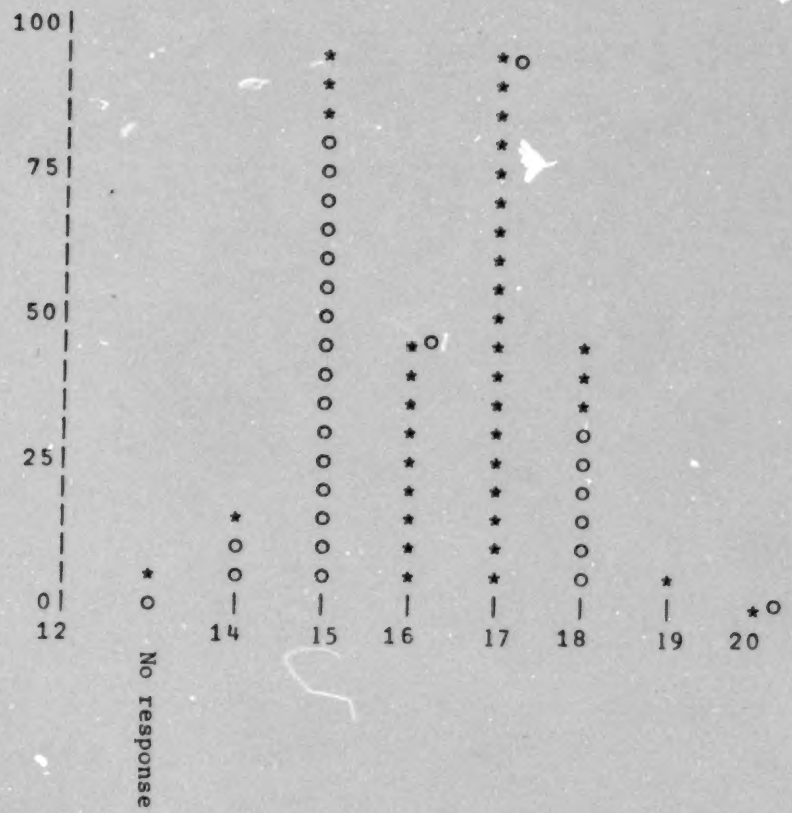


Sophomore/Senior Duncan Scale Occupational Categorization

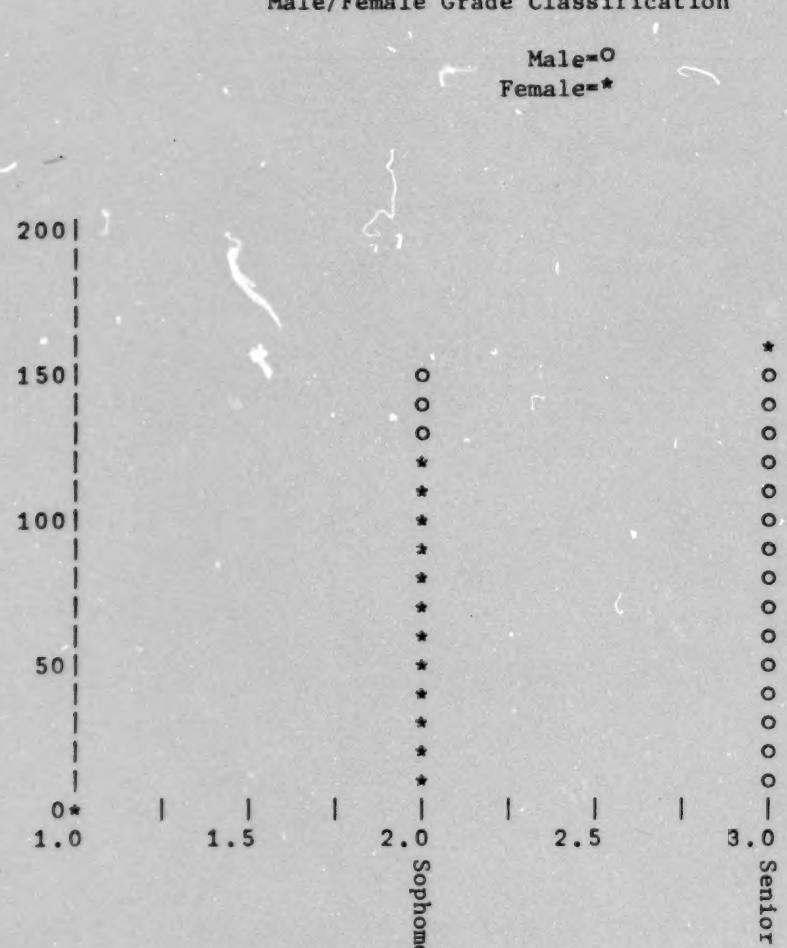


Male/Female Age

Male= o
Female= *

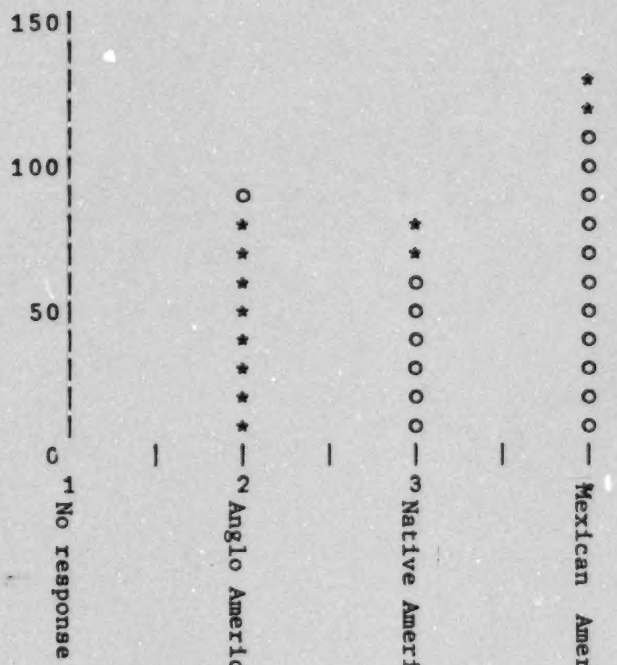


Male/Female Grade Classification

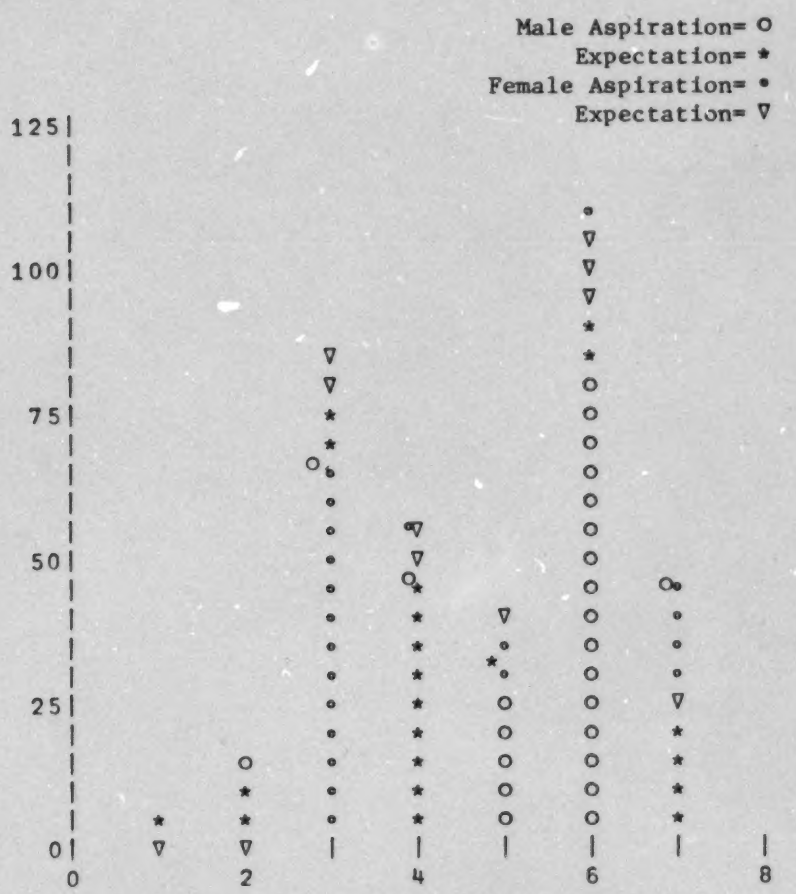


Male/Female Ethnicity

Male=o
Female=*

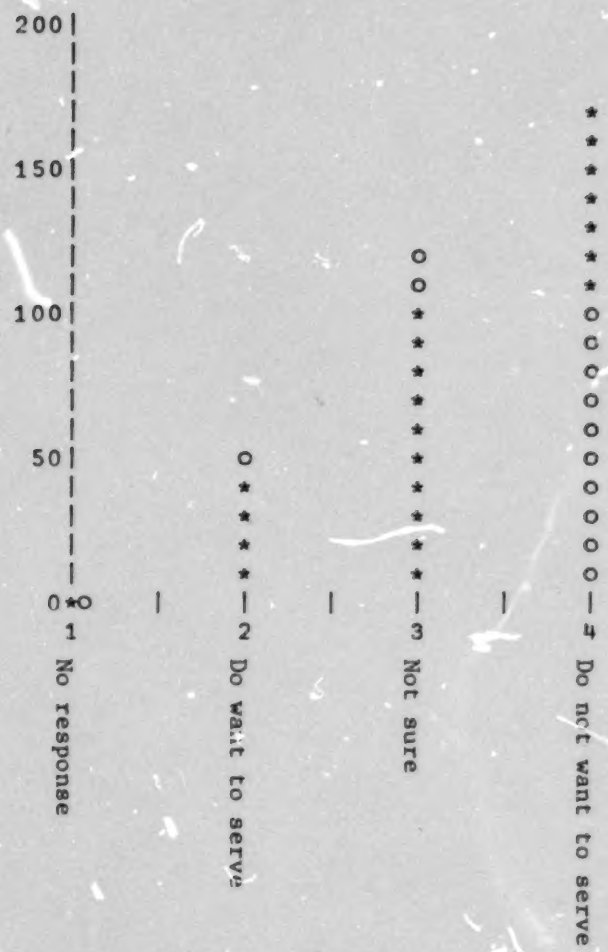


Male/Female Educational Aspiration and Expectation



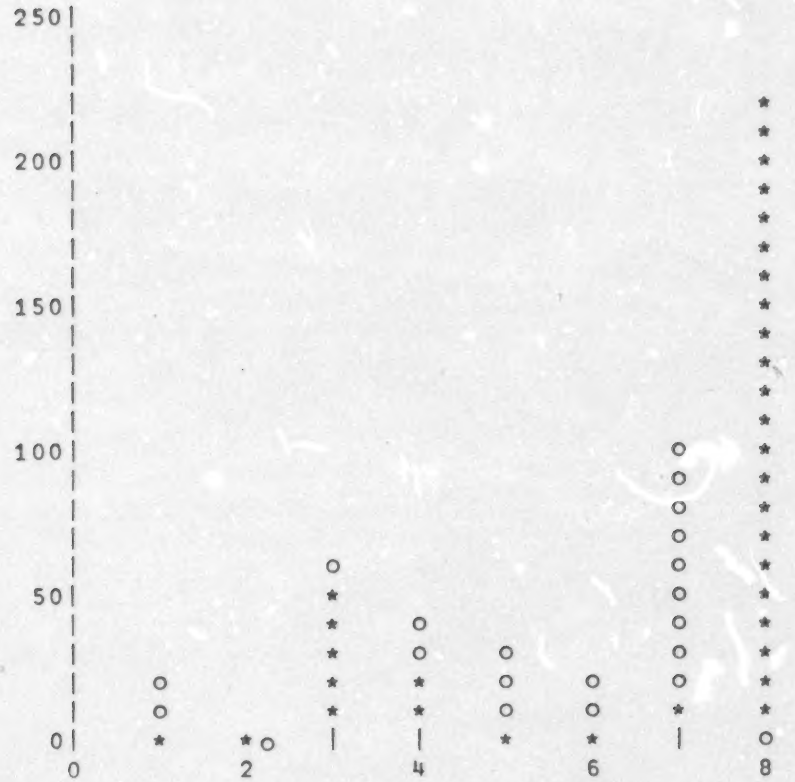
Male/Female Military Desire

Male= o
Female= *

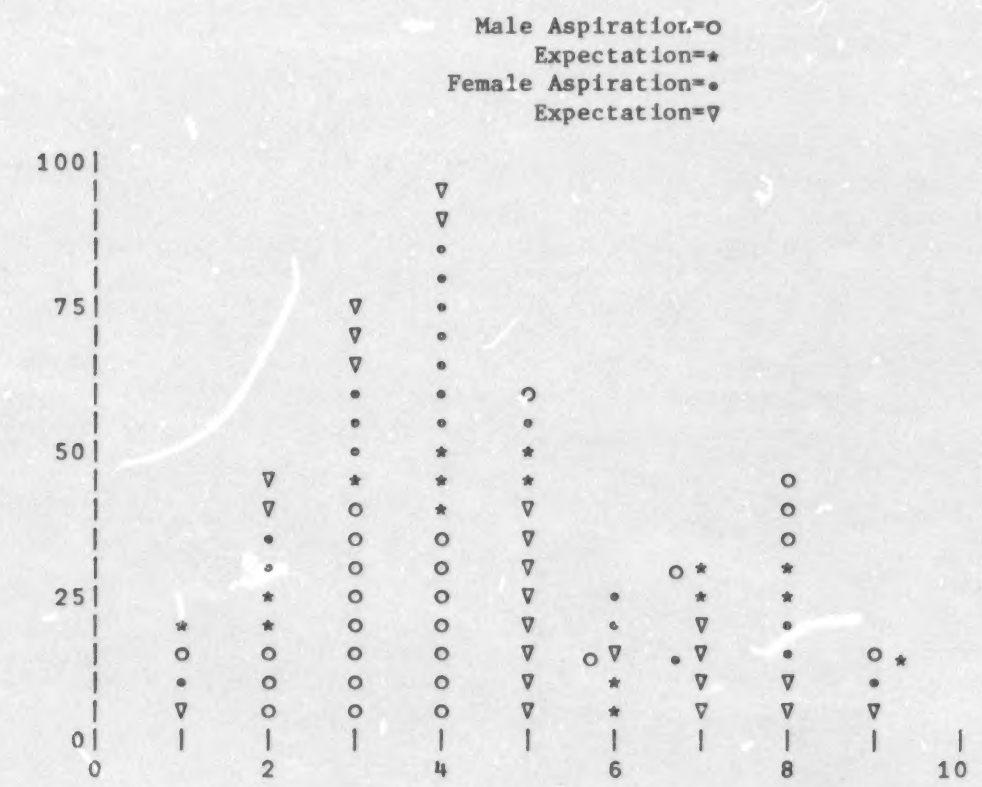


Male/Female Military Expectation

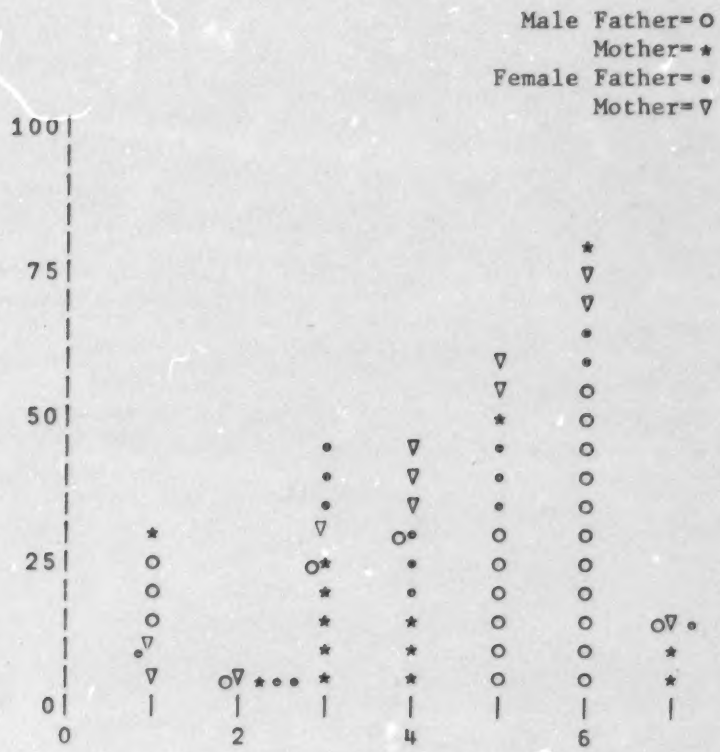
Male=O
Female=*



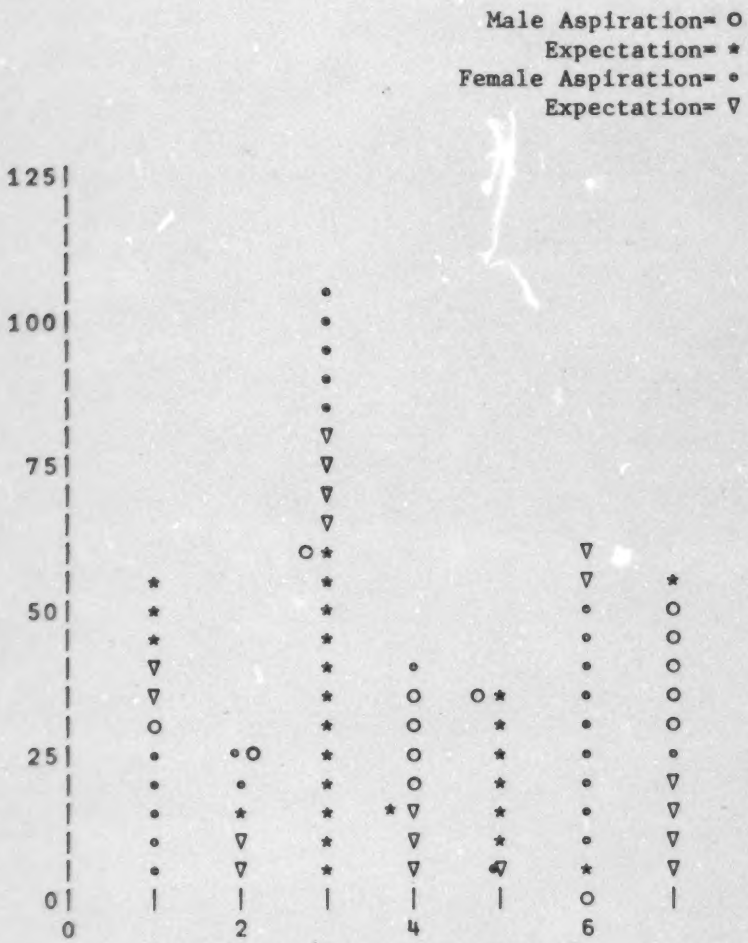
Male/Female Mobility Aspiration and Expectation

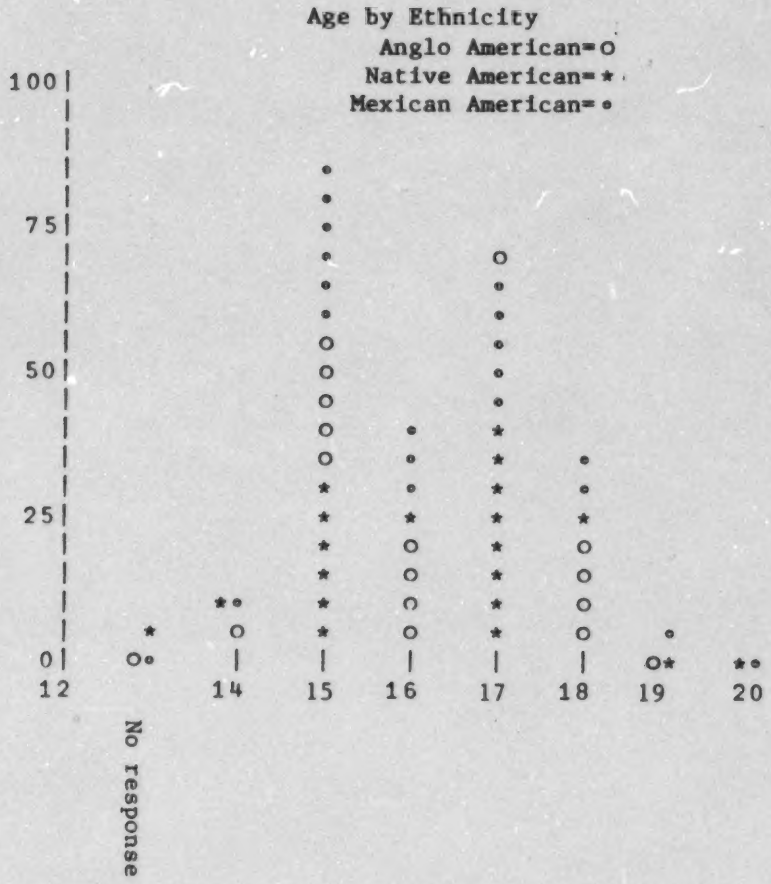


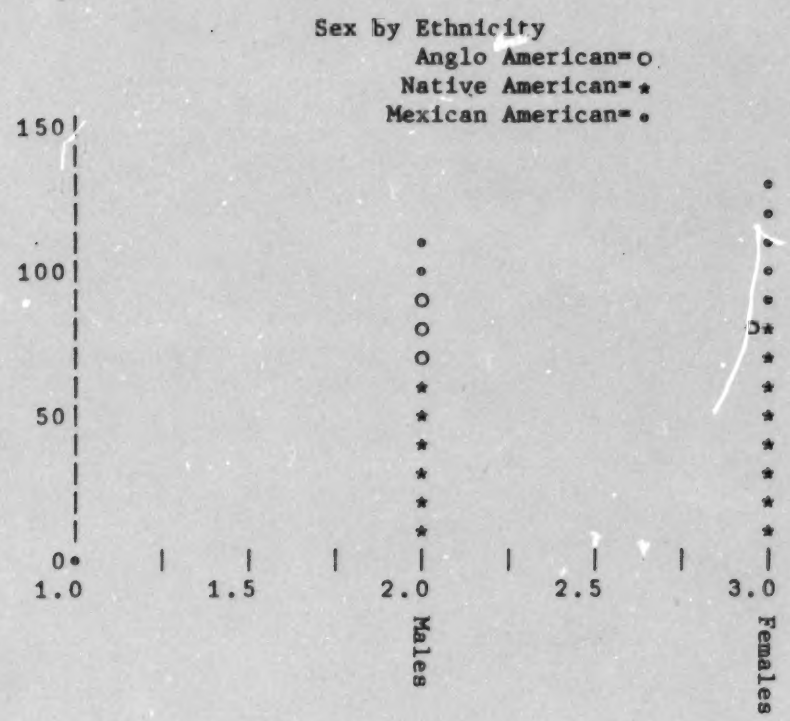
Male/Female Educational Background of Parents

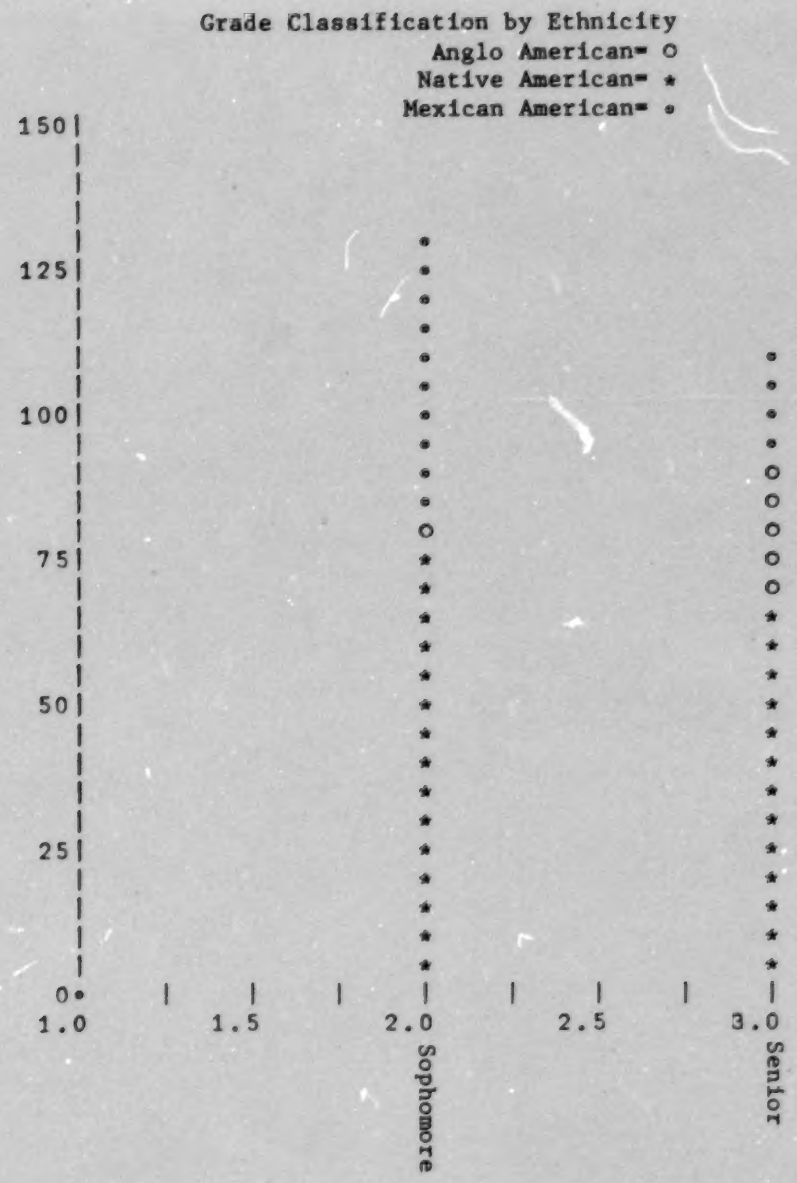


Male/Female Duncan Scale Occupational Categorization



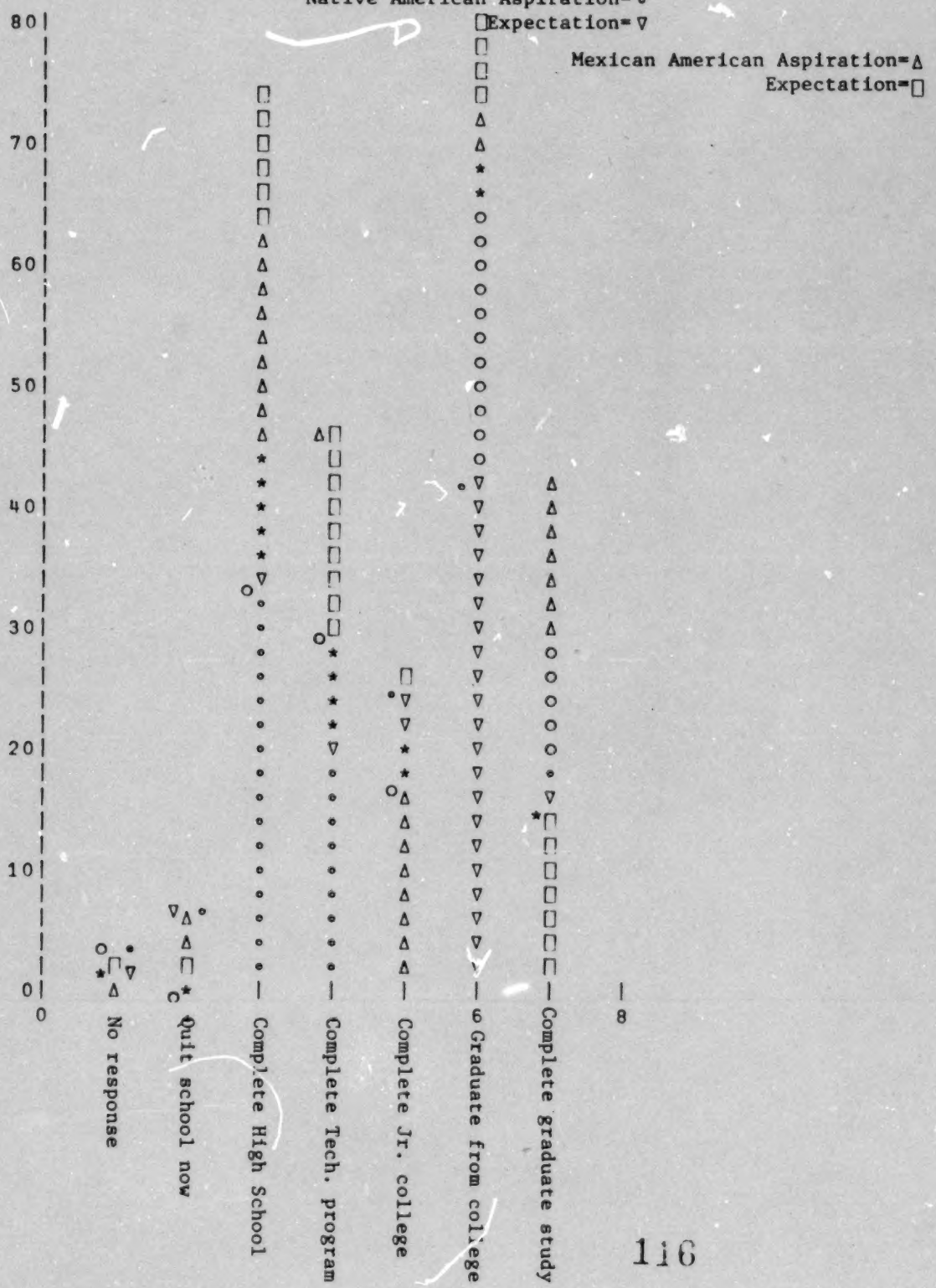

Age by Ethnicity
Anglo American=o
Native American=*
Mexican American=•
100
75
50
25
0
12
No response
14
15
16
17
18
19
20

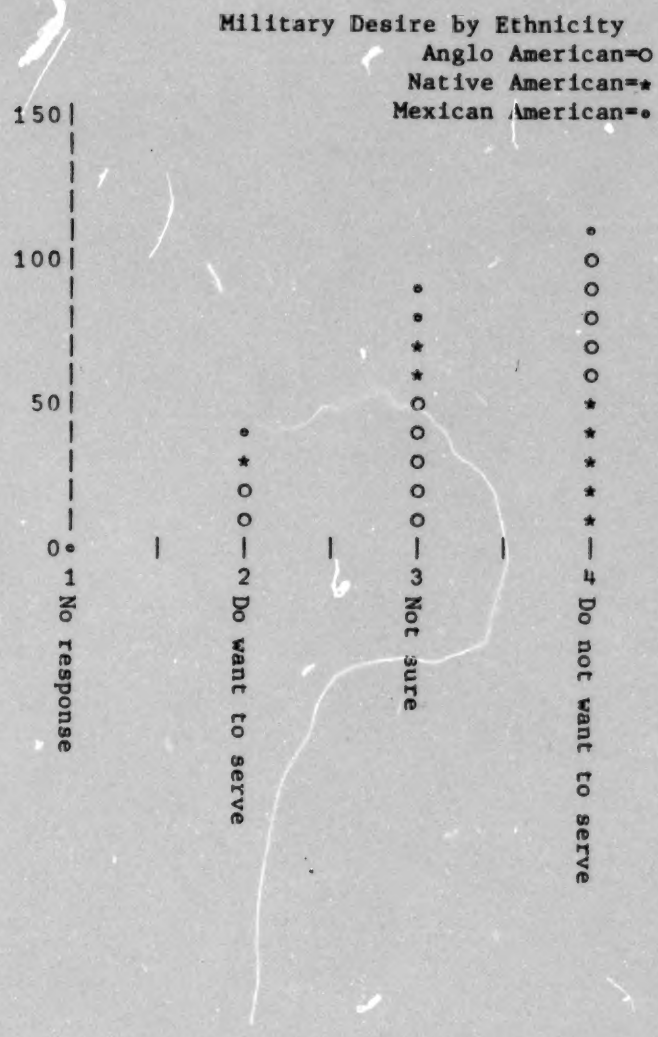

Sex by Ethnicity
Anglo American=o
Native American=*
Mexican American=.
150
100
50
0
1.0
1.5
2.0
2.5
3.0
Males
Females


Grade Classification by Ethnicity
Anglo American= o
Native American= *
Mexican American= •
150
125
100
75
50
25
0
1.0
1.5
2.0
2.5
3.0
Sophomore
Senior

Educational Aspiration and Expectation by Ethnicity

Anglo American Aspiration=o
Expectation=*
Native American Aspiration=•
Expectation=▽
Mexican American Aspiration=Δ
Expectation=□




Military Desire by Ethnicity
Anglo American=o
Native American=*
Mexican American=•
150
100
50
0
1 No response
2 Do want to serve
3 Not sure
4 Do not want to serve

Military Expectation by Ethnicity
Anglo American=o
Native American=*
Mexican American=•

100
75
50
25
0
0

•••••oooooo*********— ∞ As a girl I do not plan to enlist

oo•••••••*****— Get out of serving

o— ∞ Not eligible

••o*— Enlist in Reserves or National Guard

•*oooo— ≠ College and Officers' Training

•••••*ooooo— Enlist just after high school

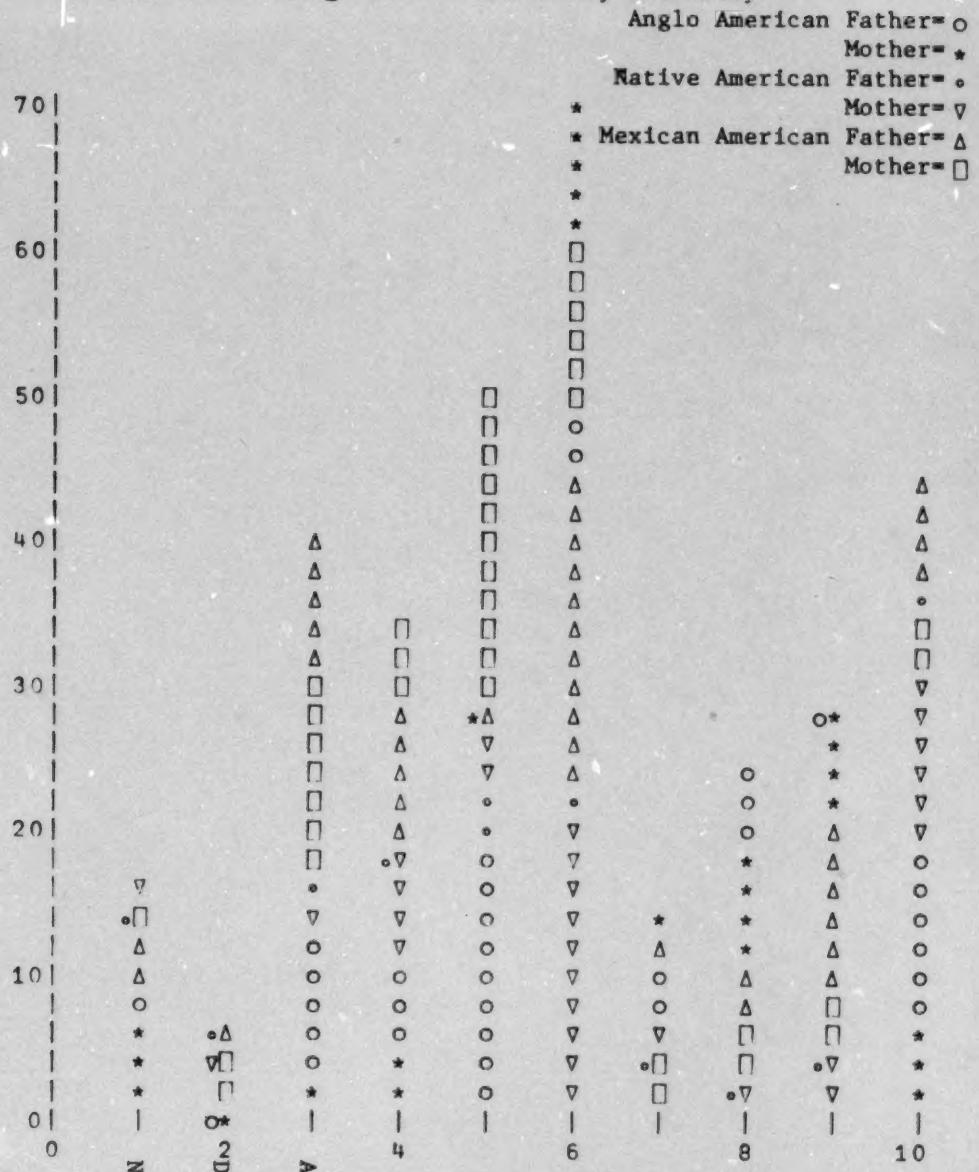
o^2 Quit high school and enlist

•∂— No response

Mobility Aspiration and Expectation by Ethnicity

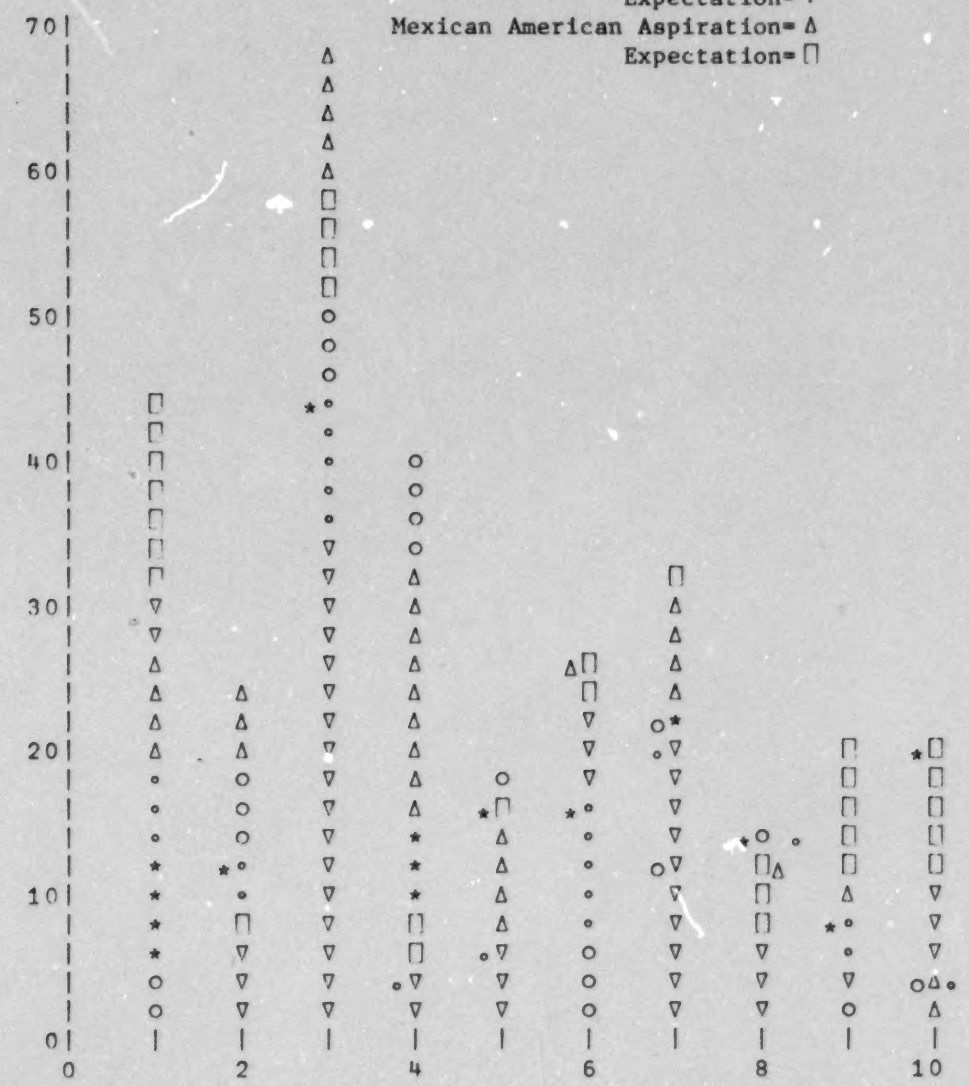
Anglo American Aspiration= o
Expectation= *
Native American Aspiration= •
Expectation= ▽
Mexican American Aspiration= △
Expectation= □

Educational Background of Parents by Ethnicity



Duncan Scale Occupaitonal Categorization by Ethnicity

Anglo American Aspiration= o
Expectation= ★
Native American Aspiration= ∘
Expectation= ▽
Mexican American Aspiration= Δ
Expectation= □



APPENDIX E

INTERVIEW SCHEDULE

Interview Schedule

January 29 - Gadsden High School
Interviewers: Dr. Edington and Ms. Cachucha

February 3 - Los Lunas
Interviewer: Dr. Edington

February 4 - Ruidoso
Interviewer: Ms. Cachucha

February 5 - Tularosa
Interviewer: Ms. Cachucha

February 5 - Jemez Springs
Interviewer: Dr. Edington

February 12 - Magdalena
Interviewer: Dr. Edington

February 13 - Laguna/Acoma
Interviewer: M.. Cachucha

February 14 - Bernalillo
Interviewer: Ms. Cachucha

February 17 - Mountainair
Interviewer: Dr. Edington

February 18 - Encino, Moriarty
Interviewer: Dr. Edington

February 20 - Penasco
Interviewer: Ms. Cachucha